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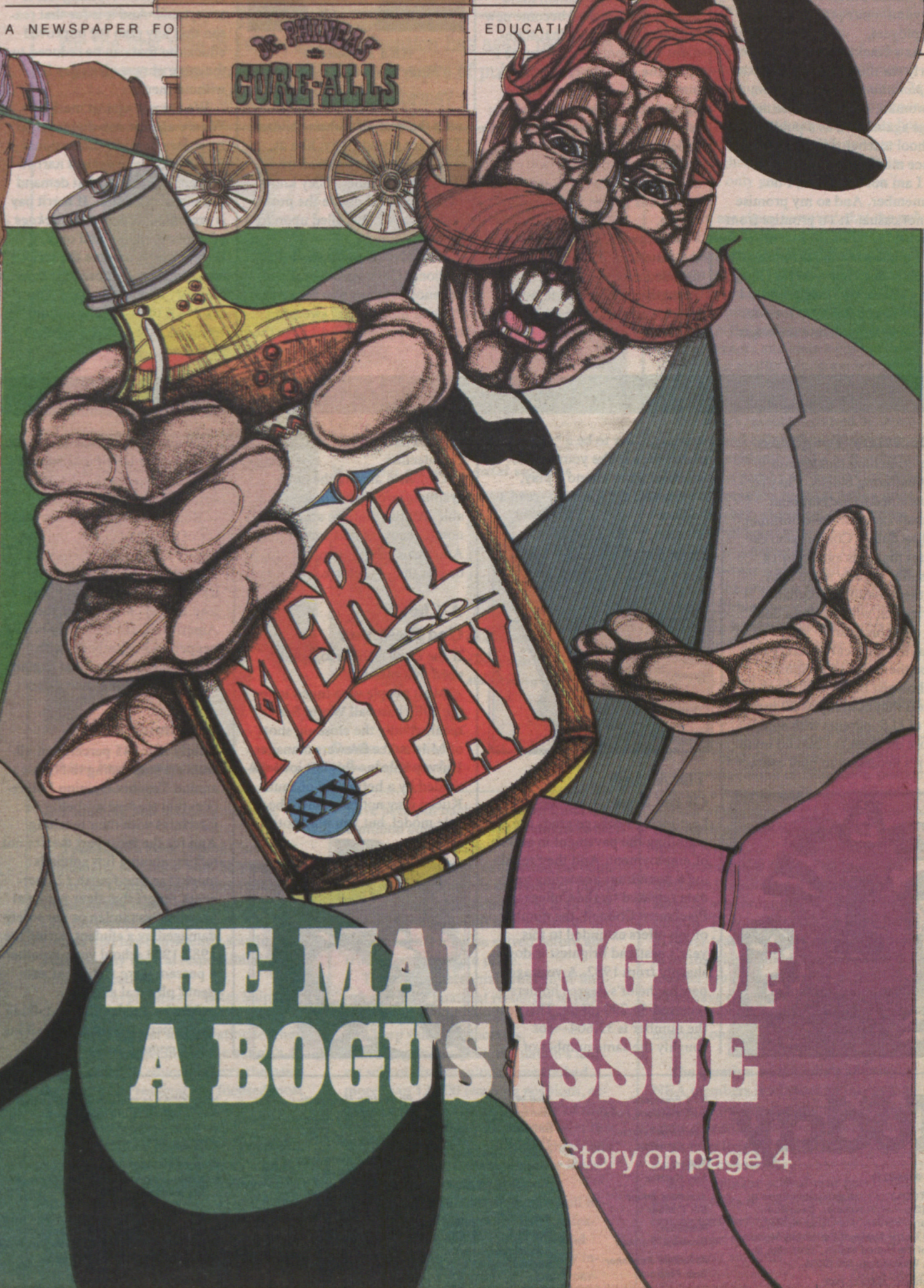
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NEA Today

WASHINGTON, D.C. OCTOBER 1983

A NEWSPAPER FOR

EDUCATION



THE MAKING OF A BOGUS ISSUE

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PRESIDENT'S VIEWPOINT

Promises To Keep

On July 3, 1983, moments after the finest honor of my life—my election as NEA's new president—I addressed our Representative Assembly in Philadelphia. And I made a promise—to all of you, but also to myself. I would, I pledged, no longer allow the exploitation and denigration of our nation's most dedicated servants—our public school employees.

As a black child, I learned early the meaning of the words *exploitation* and *denigration*. As a woman, I learned those meanings again. And as a public school teacher, I learned them once more.

I am not bitter. But I do remember. And so my promise is not casual. It's a promise from the heart.

I made a second promise—equally heartfelt—on that muggy July afternoon. This promise I made to you, but also for you: I—we—will tolerate no longer

the federal government's cruel abandonment of our nation's children. We care too much. Our professional lives are the expression of that caring. Quality education is every child's right. And that right is not negotiable.

These promises I will work to keep. With your help, there is even greater assurance that the promises will not remain mere promises: they shall become new realities. I can make that statement with confidence because I spent the summer crisscrossing our country. And again and again two facts became obvious: teachers are eager to enhance excellence in our schools, and the public is with us. They will not—any more than we—silently watch this nation forfeit its future.

My travels convinced me that the American people are ready to rededicate themselves to strengthening our public education system. I learned just how much they want the best—and



NEA President
Mary Hatwood Futrell

only the best—for their children. They are proud: they, like us, will not condone mediocrity. They are our allies. They know that we did not create the problems we are now called upon to solve.

But solve them we shall. The National Commission on Excellence in Education spoke of a "tide of mediocrity" sweeping our country. You and I have the

power to turn that tide into a tidal wave of quality. But the job won't be easy. No important job is. That's precisely why we can't accept the myth that some single measure—like merit pay—is the answer to our current woes. To believe that myth would be to deceive ourselves. We know better.

Our nation will be served well only by a comprehensive and substantive restructuring of our entire education system. Nothing less will suffice. Nothing less is acceptable. And it is for that reason that any plan for improved education that can be reduced to the mere phrase *merit pay* is without merit.

We are not against merit pay. We are against one-dimensional responses to multi-dimensional problems. We're against narrow reflection on issues that demand expansive reflection. If merit pay is presented as part of a *package* of reforms, then—and only then—does it deserve the serious consideration of those who care seriously about education. Our resolve is to rescue the nation from risk, not to score political

points. And our rescue mission has already begun.

This year's NEA Representative Assembly showed the resolve of classroom teachers—the real education experts—to lead that mission. Our delegates enacted a bold initiative that spells out in detail the steps that have to be taken at every level of American society to achieve excellence in education. And they established a Blue Ribbon Task Force charged with assessing how best to implement the most promising education reforms that surfaced this past spring and summer.

As we move forward with this mission, our attitude will be one of openness and goodwill. I hope we will all remember President Kennedy's eloquent advice: "Let us never negotiate out of fear. But let us never fear to negotiate."

To which I would add: let us negotiate in good faith with those of good faith. Let real reform reverberate throughout our communities and our classrooms. Let's remember our promises. Let's go.

TRENDS

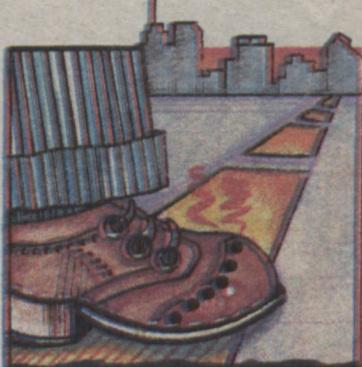
Unnecessary Toughness

Bone-crunching tackles and body-battering blocks. They're not confined to the National Football League: the Consumer Product Safety Commission estimates that kids aged 5 to 14 will suffer slightly more than half the 1.3 million football injuries that will require a doctor's care this year.

But the physical brutality may not be the worst of it. Sports psychologist Bruce Ogilvie estimates that as many as 20 percent of U.S. parents with sons impose on them the macho myth that it's necessary to play contact



sports in order to be a "real man." Woe to the young male who prefers to attend a play, dance, or—God forbid—read a book.



The Agony Of the Feet

Last spring's college grads are pounding the pavement in search of employment. And they're taking a pounding: according to data released by the College Placement Council, the number of job offers extended to this year's best and brightest is down sharply from 1982. A year ago, new bachelor's degree holders received 51,290 offers. This year the number is 33,604—for roughly the same number of

grads. That's almost a 40 percent decline.

Cynicism among the new graduates would be understandable. All the rhetoric about economic recovery and corporate America's rebound appears to be just that—rhetoric.

A Chew. God Bless You

If the chew is tobacco, you'll need that blessing.

Most people who tuned in to the 1982 baseball World Series recall vividly the close-up shots of Milwaukee Brewers manager Harvey Kueen—his left jawl distended by a hefty wad of snuff. Kueen may not have been the role model, but you may notice



more and more of your male students resembling the Milwaukee skipper. And that has health authorities worried.

Ronald A. Baughman, professor of oral medicine at the University of Florida, warns that smokeless tobacco can cause lesions in the mouth that may lead to oral cancer. And the American Cancer Society is now peppering high schools with brochures and films that explain the hazards of the chewy goo.

A Criming Shame

Nearly half (45 percent) of all teachers responding to NEA's annual Teacher Opinion Poll report that student misbehavior interferes with their teaching. And for the most part they're not talking about a few spitballs: more than one-fourth (28 percent) report that their personal property was stolen or purposely damaged by a student during the 1982-1983 school year. Another 4 percent were victims of students' physical assaults.

Maybe we should stop talking about merit pay and start talking about *combat* pay.

Nonviolent Video

The shoot-em-up, zap-em-down, nuke-their-nukes nature of video games just doesn't have the same appeal for young girls that it has for boys. One result: girls stay



away and so miss a possible entree to the world of computers. But that may change: a Virginia psychologist and computer programmer are busily creating non-sexist software programs. In one game—

Jenny of the Prairie—a pioneer girl must survive alone in the wilderness. But if Jenny makes a mistake, she doesn't get attacked by an aardvark or mutilated by an MX. She gets snowed on.

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THE FALL SCENE

Schools Make the Headlines

A Bright New Age Ahead for Education?

It's been five months now since the National Commission on Excellence in Education reported that "the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people."

That April 26 report kicked off a long hot summer of debate—by other commissions, 'experts,' the media, and politicians of all stripes—over just what's wrong with America's schools and what should be done to correct it. Does all this hoopla spell a bright new age of greater support for public education? Maybe.

NEA members—teachers, support staff, and higher education faculty surveyed in an informal nationwide poll—say they're happy to see education move from ho-hum to front-burner status. And they're glad to find the media focusing at last, and in some depth, on issues they've been talking about for years.

Association members from Maine to California report they welcome the chance to discuss the reforms suggested by the various education commissions and study panels, including stiffer teacher training requirements, tougher academic standards for students, and a longer school day and school year.

In Jefferson County, Ky., fifth grade teacher **Jane Charmoli** says the Commission on Excellence report "offers a challenge—we now have the public's attention, and we can offer our ideas for improving the schools and voice some of our concerns."

"We need to make the most of this moment," agrees **Fairfax, Va.**, fourth grade teacher **John Tozzi**. "With so much public interest again in what the schools are doing, we have a great opportunity to show people our skills and accomplishments—and get community support for our efforts to achieve excellence."

"There's no need for teachers to feel defensive despite all the negative publicity," says **Chatfield, Minn.**, fifth grade teacher **Barbara Dettle**. "I know the community here expects high quality education and we teachers deliver. When there's been talk of cutbacks in education programs, the public's balked—they support our work."

Gorham, Maine, library technician **Nancy Marrone** sees a number of positive developments emerging from the current scrutiny of public education. In particular, she believes "a closer relationship will evolve between parents and the schools."

In **Mobile County, Ala.**, third grade teacher **Danny Goodwin** believes some of the Excellence Commission's recommendations are well founded, especially those that call for greater emphasis on educating students to cope in a high-technology world.

And he would consider a longer school day and year, if "we could use that time preparing for classes, working on new curriculum ideas, visiting other schools,

cent rate of inflation over the past year. **Spanaway, Wash.**, first grade teacher **Willie White** says her school district is like many others in the state. "We are having problems getting funds for programs that the state says are part of basic education," she reports.

Bryan, Texas, social studies teacher **Pete Palasota** says he and his colleagues are still waiting for that much-needed 24 percent pay raise proposed by Governor Mark White. Because the legislature has refused to go along with White's suggested teacher salary hike, notes Palasota, "I'm only getting a \$300 raise."

There are signs, however, that the public and some lawmakers are willing to start committing a whole lot more resources toward funding overdue improvements in public education. Part of this changed attitude is clearly linked to the fact that NEA members in 1982 helped elect governors and state legislators who believe that quality education is deserving of a high place in state budgets.

In Ohio, for instance, despite the drain on the state's resources caused by unemployment and a slumping economy, a new state legislature and a new governor—elected in part by a massive Ohio Education Association political action drive last November—have approved measures that will boost state school aid to \$7.2 billion—almost half of Ohio's \$16.7 billion two-year budget, and up \$1.1 billion from the previous school budget.

In California, Association activists helped win legislative approval this summer for an \$800 million state budget increase to boost starting pay for new teachers as well as to institute a new "teacher mentor" plan for veteran teachers (see page 7).

In Mississippi, Governor William Winter, with the strong support of the Mississippi Association of Educators, pushed through a comprehensive school funding bill last winter to raise teacher salaries and upgrade the state's long neglected public school system.

A recent *USA Today* poll found that no fewer than 36 states have recently adopted new programs to improve the schools. They include incentives to bring in better teachers, more required courses in math, science and languages, and tougher graduation standards. A dozen states have created commissions on educational excellence modeled after the national one.

The question on the minds of many NEA members is whether all this new attention to public education will last. They know that true, enduring reform requires more than lengthy studies, quick fixes, and good intentions.

As yet another school year gets under way, the folks on the front lines—Association members across the U.S.—stand ready to get on with the job of educating the nation's students.

—Bill Fischer

For the first time in years, quality education has again become a hot issue across America. Will the new wave of public interest bring real, lasting reforms?



Palasota: waiting for a raise



Marrone: more parental support



White: basic programs lack funds



Goodwin: would consider longer day

Dettle: 'no need to be defensive'

and studying new teaching methods."

Youngstown State (Ohio) University philosophy professor **Tom Shipka** believes the Commission's report touches on important issues—but finds it ironic that the report comes from an Administration that has consistently sought to abandon any federal responsibility for public education.

"That's hypocritical," notes Shipka, adding that while the Commission report warns against scapegoating teachers for the general decline in the nation's commitment to education over the past decade, "the President has focused most of his criticism on teachers."

That criticism doesn't sit too well with NEA members, many of whom aren't about to let President Reagan's anti-education record be forgotten. Had Congress gone along with his requests, they point out, millions of children would have lost special skills classes, hundreds of thousands of handicapped youngsters would

have been put back in the closet, and over a million college students would have been denied grants or loans.

Association members around the country note too that while the renewed public debate about education reform is all well and good, schools still face a number of problems that must be solved before any true reform can take place.

There's the perennial problem of finding adequate financial resources to pay for new programs, attract new teachers, and keep veteran educators.

And again this year, the nation's largest school districts alone have slashed more than 12,000 teaching positions, according to NEA Research. Many of those whose positions were eliminated over the summer were bright, young teachers who could have contributed some new ideas on upgrading public education.

Salaries for educators remain well below those paid persons in other professions requiring comparable skills and training. Nationwide, teacher salary increases barely kept pace with the 7 per-

THE MAKING OF A BOGUS ISSUE

Merit pay. In the span of a few short months—almost overnight, in fact—it's become the hottest education issue since Sputnik.

For assorted politicians, newspaper editorial writers, TV talk show hosts, and above all, the President of the United States, merit pay for teachers has become the answer to what ails education today.

President Ronald Reagan started the merit pay bandwagon rolling May 21 with a commencement address at Seton Hall University in New Jersey, then spent much of the next two months barnstorming the country with merit pay pitches.

Meanwhile, one state after another has appointed a merit pay study panel—and local districts by the score are also looking into providing financial incentives for outstanding teachers.

Why the sudden interest? That's a question that's been puzzling many educators. None of the major national reports on education released recently zero in on merit pay as the answer to the nation's education problems. The most famous of the reports—*A Nation At Risk* by the National Commission on Excellence in Education—never even mentions the phrase "merit pay." Among the report's three dozen recommendations is only a single passing reference to "performance-based" teacher compensation.

Nationally syndicated newspaper columnists Rowland Evans and Robert Novak have probably come up with the best explanation for merit pay's unexpected emergence as a major national issue. In late June, Evans and Novak revealed the existence of a May 9 White House staff memo that urged President Reagan to launch a series of staged media events to show the President as caring about education.

That media blitzkrieg needed a focus, and the White House found one—according to Evans and Novak—in the master teacher plan proposed last winter by Tennessee Governor Lamar Alexander.

Almost every media event laid out by the May 9 White House memo—which was written by a junior-level public relations aide—subsequently took place, including a late July White House luncheon with state teachers of the year.

Lee Hay of Connecticut, the national teacher of the year, was one of 37 teachers who attended that lunch with the President.

"It's clear that President Reagan has chosen to ride the coattails of education into the '84 elections," says Hay. "And

he's decided that merit pay is a sure-fire winner. There's no question that he's made it into a political football."

Ann Tollefson, Wyoming's teacher of the year, was also at the lunch.

"When I asked the President to give us the specifics of his often-mentioned merit pay plan," she recalls, "he stammered that he hadn't really worked out the specifics."

Later in the luncheon, says Tollefson, Education Secretary Terrel Bell "revealed clearly that his department hasn't even begun to formulate a specific proposal—yet the President mentions merit pay in all his speeches about education."

Teachers like Tollefson have long understood that when it comes to merit pay, specifics are everything.

It's virtually impossible, for instance, to discuss any kind of incentive pay plan intelligently without knowing how teachers would be evaluated. Or how those in different subject areas and grade levels would be compared. Or how much of a raise "meritorious" teachers would receive. Or how many "quality" teachers a district could afford.

In the past no incentive pay plan has ever successfully answered key questions like these. Merit pay plans have been around for more than 50 years, but their legacy is hardly compelling.

According to an Educational Research Service report, 10 percent of the nation's school systems had merit pay plans in effect during the 1960's. By 1977-78, over half these districts had dropped them, citing a variety of reasons.

Some 40 percent reported "serious administrative problems" with their former plans, while almost 15 percent said merit pay had destroyed morale and sparked staff dissension and jealousy—to the detriment of students' education.

Down through the years NEA has opposed any pay plan that bases compensation of teachers on favoritism, student achievement, subjective evaluation in the absence of clearly defined performance criteria, or any arbitrary standard.

In the current debate over merit pay, Association leaders have restated that position repeatedly. But they've also emphasized that no one is more committed to keeping quality teachers in the schools than teachers themselves.

"Recruiting the very best teachers is the first step toward achieving excellence in the classroom," points out NEA President Mary Hatwood Futrell. "But to recruit those teachers, all salaries—including those of beginning teachers—should be raised substantially."

Outstanding college graduates are not likely to be attracted to teaching, says Futrell, when starting salaries for teachers are less than half the starting salaries for other professions that demand similar educational credentials. Nor are underpaid outstanding teachers likely to stick around just on the remote chance they'll eventually be awarded merit pay.

"We need to offer young people a truly

professional, lifelong level of compensation," Futrell says. "It's time we started allowing for ongoing professional growth. Today the first-year teacher does the very same job as the tenth-year teacher. That's not right. We need more career options within teaching."

The current preoccupation with merit pay is obscuring more significant areas of education reform that need to be addressed if the quality of teaching and learning is really to be improved—everything from teacher preparation and in-service training to class size and the availability of materials and supplies.

"We're not opposed to providing incentives to teachers who do an outstanding job," Futrell stresses. "But the extra dollars might be better spent on other kinds of incentives that would make teaching a more attractive profession—such as sabbaticals, scholarships and grants, or relief from clerical duties."

In an effort to refocus the national debate onto more substantive areas of school reform, the 1983 NEA Representative Assembly, which met last July in Philadelphia, established a Blue-Ribbon Teacher Task Force to provide a teacher perspective on recent reform proposals. Task Force members will look at the many promising education reform plans now pending and spell out exactly how needed reforms can be implemented—and financed.

Delegates to the Representative Assembly also emphasized that any efforts to create career-incentive compensation plans must involve teachers right from the start. They voted to set up a national NEA clearinghouse to help state and local Associations evaluate any such plans that may emerge.



President Reagan mentions merit pay frequently, notes Wyoming French teacher Ann Tollefson, but so far specifics are lacking.



Serving on the Congressional Task Force on Merit Pay, NEA President Mary Hatwood Futrell (back row, center) responds to testimony during summer hearings. With her on the 20-member panel appointed by Rep. Paul Simon (D-Ill.) is 1983 Teacher of the Year Lee Hay of Connecticut (front row, second from left).

Meanwhile, at the state level, Association affiliates are breaking through the political rhetoric and trying to work cooperatively with legislators on practical plans. California's experience provides a model for what can happen when teachers are involved early on in the process.

California recently enacted a comprehensive reform package (see story on page 7) that was developed with advice from the California Teachers Association. The package includes a career-incentive "teacher mentor" plan but also raises beginning teachers' salaries by 10 percent.

In Tennessee, by stark contrast, the governor unveiled a master teacher plan last winter on which teachers had never been consulted. The Tennessee Education Association (TEA) pointed out that this proposal, as originally introduced, opened the door to favoritism and threatened teacher tenure and local negotiating rights.

The state legislature saw problems with the governor's plan, too, and eventually tabled the proposal until an 18-person committee—which includes eight TEA representatives—can study the issue. The

governor, angry over the legislature's action and TEA's opposition to his original plan, then stopped a scheduled state pay raise for teachers for '83-84.

The *Chattanooga Times* called the governor's action an "unseemly attempt to turn the public against the teachers by making [TEA] the villain."

Now that the hoopla has died down, it appears that a plan may be worked out by which all teachers and students can benefit.

In many other states, Association affiliates are working side by side with government officials to make sure that every classroom gets a meritorious teacher—by ensuring high-quality teacher training.

In Arizona, for instance, the state Association, using NEA's Teacher Education Action Plan, has helped identify the specific knowledge and skills that beginning teachers need in order to be effective. All teacher education programs in the state must now demonstrate that they provide this preparation to every candidate for certification.

In Kansas, Association members have

prepared an in-depth plan to strengthen teacher education. The plan would raise the standards for entry into teacher preparation programs and mandate a one-year internship for prospective teachers.

And in Washington, D.C., NEA President Futrell and National Teacher of the Year Lee Hay are serving on a 20-member Congressional Task Force on Merit Pay.

Meanwhile, more and more legislators, parents, and state officials are starting to understand that merit pay is not the cure-all that White House press releases make it out to be.

That became plain in late July at a



Improving teacher quality can take many forms, Arizona EA President Dennis Van Roekel points out. AEA is working to toughen teacher training programs.

regional forum on the National Commission on Excellence report. Administration officials spent two days in Wichita trying to drum up support for the President's single-minded "merit pay" approach. But the audience wasn't buying.

Instead, school board members, superintendents, administrators, teachers, and parents from Nebraska, Missouri, Kansas, and Iowa wanted to talk about the financial commitment necessary to implement the many Commission recommendations so far ignored by the Reagan Administration.

"We must have national leadership and a national commitment, along with our state efforts, to enable us to explore all avenues of response to our current education problems," Kansas Governor John Carlin told the audience.

Margaret Marston, a member of the Virginia Board of Education who served on the National Commission on Excellence in Education, made a similar point when she testified recently before the Congressional Task Force on Merit Pay.

"Although the issue of merit pay is a useful lightning rod for drawing attention to the question of teacher quality and remuneration, it was not, in the view of the National Commission, the central concern regarding teaching," Marston told the task force. "Our central issue," she said, quoting from *A Nation at Risk*, "is 'that the professional working life of teachers is on the whole unacceptable.'"

That's the issue confronting serious education reformers—not merit pay.

—Vicky Lytle

For Some, Merit Pay Is Already a Reality

"So much of what I read," says Missouri teacher Joan Musbach, "implies that merit pay for teachers will solve all the problems in American education. It won't."

Musbach, who teaches junior high so-



Barbara Andrew, named a "meritorious" teacher under new merit pay plan in her Pennsylvania school district, questions the selection process by which she was declared a winner, most of her colleagues losers.

cial studies in Ladue, can speak from firsthand experience. She works in a school district that's had a merit pay plan in effect for 32 years. That plan, most Ladue teachers agree, isn't working as intended.

"The plan initially emphasized classroom teaching performance," says Marvin Fridley, a science teacher at Ladue Junior High. "But the trend now is to reward teachers who have high visibility—such as winning coaches and drama directors." Fridley contends that other teachers who are equally deserving aren't considered.

"'Loyalty to the district' is a factor in the plan's merit ratings," elementary teacher Gayle Burgard points out. "That alone tends to inhibit open criticism—even constructive criticism."

The names of Ladue's meritorious teachers are confidential, Burgard adds, "so how can they serve as models?"

But publishing the list of names causes other problems. In Penn Manor, Pennsylvania, where merit pay is brand new, the school board last year set aside \$25,000 for 25 merit pay awards. To be

considered for the bonus, teachers had to submit an application and self-evaluation, then undergo evaluations by a department head and an administrator. A selection committee made the final decisions.

"Apparently the board knew that the selection committee would find exactly 25 of our 233 teachers meritorious," says former Penn Manor Education Association President Harry Frey.

The board released the winning names to the press last May, and what it thought would be an inspiration for teachers to work harder turned out to be a disaster.

"The first week after the winners were named you could have lit a match anywhere and gotten an explosion," Frey recalls.

He and other Penn Manor teachers question the selection process. A number of the 150 teachers who applied for the bonuses say no administrator observed them. Some department heads report they were never contacted.

A young math teacher—saved from furlough this year after parents, students, and the superintendent testified before the school board about her outstanding ability—wasn't among the winners. A widely admired science teacher was an-

other "loser." Parents began to question their children's teachers about why they "didn't make the grade." Barbara Andrew, a high school English teacher and one of those identified as "meritorious," feels the plan has undermined teachers' self-confidence.

Midland, Texas, teachers likewise find their district's five-year-old merit pay plan lacking in merit. To apply for the Performance Based Salary Supplement (PBSS), teachers must have their principal's permission. They then must supply a district review board with documentation of their worthiness for a bonus.

In the plan's first year, a number of teachers applied—but few were rewarded. "With the limited amount of money set aside, only a few teachers could possibly get the award," says Dorothy Johnston, immediate past president of the Midland Education Association.

Alma Marshall, a junior high school studies teacher, notes that the review board, in theory, is made up of teachers and administrators, "but since the names have never been published, no one is quite sure."

Gathering "proof" of merit, Marshall adds, is so time-consuming that most teachers no longer bother.

—Marian Clayton

HUMAN RIGHTS



Some 1,000 NEA members were among the 250,000 Americans whose march on Washington in late August brought a message: the dream—of jobs, peace, and freedom—lives on. NEA President Mary Hatwood Futrell (left, at mike) told the huge crowd that America's "new coalition of conscience" must stand together back home, stay together, and vote together in 1984.



Joe Di Dio, Carolyn Salisbury

Marching To Turn the Dream into Reality

They came to Washington, D.C., in busloads from as far away as Seattle in the blistering heat with their placards and buttons and backpacks, to commemorate the event that was a turning point in U.S. civil rights history.

On Saturday, August 27, at least 1,000 Association members from around the nation joined the crowd of a quarter million Americans reenacting the historic 1963 March on Washington.

Among those invited to address the huge gathering at the Lincoln Memorial was NEA President Mary Hatwood Futrell. She hailed free public education, "our national birth-right," as "opening doors closed too long to all of us."

"Education is the key to unlock the doors that keep us and our children from our rightful heritage of life, liberty, and the pursuit of happiness," Futrell said. Speaking as "a woman, a classroom teacher, a descendant of slaves, and a leader of our nation's largest union," she noted that "hungry children cannot learn and fearful children cannot cope."

Marchers listened, joined hands and sang, and reminisced about what they'd been doing 20 years ago. They spoke of why they had come, and what they hoped this new march might

accomplish.

One NEA activist, Prentis White, went to jail with Martin Luther King, Jr., and the freedom riders in the 1960's when she was a student at Tennessee State University in Nashville. "I knew we were right then. I know we're right today," said White, now a school bus driver in Southfield, Michigan.

Barbara Schindler, an American history teacher at West Mid High School in Norman, Oklahoma, said she marched on Washington in 1963. "There was a great deal of emotionalism then, a feeling that great social improvements were on the way," she recalled. "This is a pilgrimage for me—to revisit the scene of the march."

Other participants spoke of the need for renewal. "I'm here in memory of Dr. King," declared Carl Lancaster, a Largo High School counselor from Prince George's County, Maryland. "He set an example for people all over the world. This march represents a renewal of faith in the American way and a rededication of all our efforts."

Nathaniel Ingram, an English teacher at Price High School in Atlanta, spoke of the need to declare Martin Luther King, Jr.'s birthday a national holiday—and recalled that he missed the 1963 march "because the Atlanta school board wouldn't allow

teachers to take leave to come. The board knew too many of us would have been here."

Helen Bain of Nashville, Tennessee, a former NEA president, said she feels a responsibility to participate in public actions such as the march. "I hope that this consciousness-raising event will bring to public attention the true picture of this Administration's policies toward the poor, minorities, and women," she said.

The display of unity among marchers—Blacks and whites, Hispanics and Asians, men and women, young and old—brought enthusiastic responses from many of the NEA members present.

Newark, N.J., elementary teacher Barbara Harris remembered being in Canada in 1963, watching the march on television. "I made myself a promise then never again to miss anything as significant as this," she said, adding, "We're making a point today, but the real work begins when we go back home. We have to let our legislators—and our national leadership—know what we want. If they don't respond, then we need to remove them from office."

With the conviction of Harris and other committed NEA members, the dream may yet become reality.

—Marian Clayton

WASHINGTON WATCH

As another school year gets under way, federal funding of education programs is once again Topic A for Association lobbyists on Capitol Hill.

NEA and its allies have been putting back together the bipartisan coalition in Congress that traditionally supported education bills—a coalition that seemed to disappear for a while in the early Reagan years. The fiscal 1984 education budget "target" approved by both House and Senate last spring is \$16.1 billion—almost three billion dollars over President Reagan's request, and one billion more than this year's education funding.

But the extra money can't be spent unless Congress raises the ceilings in current "authorizing" laws for education programs—ceilings that were imposed by the 1981 budget reconciliation act. A bill to increase authorizations for Chapter 1 (education of disadvantaged students), impact aid, vocational and adult education, education of the handicapped, and other programs was due for a vote in the House by mid-September.

As we went to press, some 90 NEA Congressional Contact Team members from around the country were poised to come to Washington for an all-out lobbying blitz on this crucial vote.

✓ When Congress returned to work after Labor Day, the NEA-backed American Defense Education Act (ADEA) had garnered 178 cosponsors in the House and 25 in the Senate. A round of back-home "town meetings" on the bill began in August and will continue through the fall as NEA Congressional Contact Team members work to win the 218 supporters necessary to pass this bill in the House. ADEA would provide a solid infusion of federal dollars to help local districts improve school programs in math, science, and other areas.

✓ After a year under block grants, the time has come to restore separate funding for school desegregation programs, NEA told the Senate Labor and Human Resources Committee in recent testimony on S 1256—a bill that would authorize \$125 million for such programs. Desegregation has dropped way down—or completely off—most school districts' agendas since Congress went along with the Administration and folded the former Emergency School Aid Act and 27 smaller federal aid programs into a single education block grant, cut the total funds, spread them across many more districts, and let each district decide where to spend its grant. Delivering NEA's testimony was Phil Rumore, president of the Association affiliate in Buffalo, New York, where an outstanding magnet schools program faces demise as a result of the sudden loss of federal funding.

✓ Meanwhile, the Administration is proposing to let the Vocational Education Act likewise be swallowed up into a block grant. Testifying against such a move before the House Subcommittee on Elementary, Secondary, and Vocational Education, NEA this summer called for properly targeted, fully funded voc ed programs.

✓ At least 3.24 million students and nearly 650,000 school employees may be inhaling dangerous asbestos fibers, according to a new study by the Service Employees International Union. SEIU put together data from 11 states that keep accurate records on school asbestos inspections and clean-up and found that about one in ten school buildings contain crumbly ("friable") asbestos. NEA supports pending legislation that would allocate federal funds to help schools foot the high cost of removing or covering exposed asbestos.

✓ As usual, a number of education-related cases are on the docket for the new Supreme Court term that begins this month. The Reagan Administration is asking the Court to rule that an education institution may not legally discriminate against women in any program directly funded by the federal government, but is free to practice sex discrimination in all other policies and programs. In a friend-of-the-court brief filed jointly with a score of other national organizations, NEA is urging the Court to uphold the long-established interpretation of Title IX as covering entire education institutions, not just the specific programs that receive federal funds. The case is *Grove City College v. Bell*.

State Side

SOUTHEAST

In retaliation against the Tennessee Education Association (TEA) for getting his master teacher proposal deferred by the legislature, Governor Lamar Alexander spent the early summer trying to discredit the Association in the public eye.

But TEA has launched a "Search for Excellence" PR campaign to generate significant improvements in public education statewide.

On the local Association level, the effort includes meetings with parent, civic, business, and other community groups to explore two questions: what do *our* local schools need, and how can the state *really* help? TEA locals are encouraging these community groups to contact their legislators to demand that they give public education top priority.

In support of its locals' efforts, TEA is sponsoring four weeks of targeted radio spots, publishing a special monthly newsletter for state and local leaders, and circulating a new filmstrip that highlights accomplishments of the public schools and exposes the real education problems in the state.

A successful lobbying drive by the Alabama Education Association (AEA) has brought passage of a new state law that guarantees school support personnel the right to a hearing before being terminated, disciplined, or transferred.

The law, signed by the governor in late July, gives Educational Support Personnel (ESPO) members protection that Alabama's teachers already had. If an ESPO member's position is threatened, he or she can appeal to a three-member panel (chosen by the employee, the board of education, and a probate judge).

"This is an important victory for school support personnel and for the Association," says AEA President Nancy Worley.

NORTHEAST

NEA-New York is alerting art teachers around the state to the toxic, carcinogenic, and otherwise dangerous substances routinely used in art classes. And the Association is urging the state legislature to pass a law that would require all such materials to carry a warning label.

The hazardous substances—including solvents, metals, and asbestos—are found in paints, adhesives, glazes, and clay compounds.

In the absence of a labeling law, Association member Louis Spelich, a 30-year veteran art teacher in Delmar, suggests "better ventilation in the classrooms and education of both art teachers and

INCHING ALONG IN CALIFORNIA

CTA Wins Reforms One Year at a Time



CTA efforts to help shape education reform bill included meetings with legislators like State Assembly Ways and Means Committee Chair John Vasconcellos, talking here with teachers from his San Jose district, and (inset) Speaker Willie Brown, Jr., pictured with CTA President Marilyn Russell Bittle.

Teachers aren't pigheaded about rejecting "master teacher" systems—they just want the plans to be right. That's the response of the California Teachers Association to the education reform act passed by the state legislature this summer.

Hammered out by legislators, CTA representatives, and other interested groups, the act contains many features of the reform plan CTA proposed early last spring. One item is a "mentor" program that will pay teachers additional salary for additional responsibility.

Teachers will constitute the majority on the local committees that decide which faculty members—up to one in every

20—will get the extra work. For developing curriculum and watching over new teachers, the mentors will receive as much as \$4,000 a year in extra pay.

"This isn't a merit pay plan that would have resulted in favoritism or subjective evaluations," notes CTA president Marilyn Russell Bittle. "This plan involves teachers in the selection of the master teachers. It is based upon additional pay for more work or added responsibilities."

The bill even provides money to pay for the reforms, an increase of \$800 million in education funds—at least for the 1983-84 school year. That translates into a 7 percent boost in the total amount of money available to California schools.

Local districts (and local Association negotiators) will decide how to spend the new money.

In addition to funding and mentorships, the package provides for tougher high school graduation standards, statewide high school achievement tests to select honors graduates, more money for textbooks, and an assortment of other measures designed to improve education in California.

But teachers are left with one serious question: what will happen *next* year? Before signing the reform bill, Gov. George Deukmejian cut out the programs and funding beyond next spring. So CTA's school finance campaign is already under way for 1984-85.

purchasing agents" as important preventive measures.

NEA-New York members are now forming screening committees to weed out the hazardous art supplies, as well as setting up information networks to exchange facts about safe and unsafe products.

Pennsylvania schools got their biggest budget increase in the history of the commonwealth as legislators upped spending by \$193 million. The school money package approved in July adds \$140 million to the basic instruction subsidy for the 1983-84 school year. That represents an average hike of about 8.6 percent for each of the state's 501 school districts.

Vocational education programs got close to a 50 percent increase, with some \$53 million added by the legislators.

The Pennsylvania State Education Association attributes the windfall to a strong lobbying drive by the Association. The effort paid off as a bipartisan coalition of legislators fought to increase education dollars.

MIDWEST

The most massive campaign ever launched by the Illinois Education Association (IEA) and its local affiliates paid off last spring with the legislature's passage of a record \$963 million increase in income and sales taxes.

Fighting to save jobs and school programs that were targets for elimination if the tax increase failed, IEA conducted a grassroots effort—lobbying at the local level, generating community support, getting help from other education organizations. "Gov-

ernor James Thompson was our ally from the outset," explains IEA President Reg Weaver.

In another major victory for IEA lobbyists, the legislature in June passed a bill mandating public employee collective bargaining—one of the Association's top legislative priorities for almost two decades. As we go to press, the measure is awaiting the governor's signature.

PACIFIC

Sex discrimination is risky in Washington State. That's the message of a \$275,000 damage award to three women teachers who sued the superintendent and board of the Port Angeles School District with backing from the Washington Education Association and NEA.

In a three-week trial this sum-

mer, a jury in the Clallam County Superior Court awarded \$150,000 to eighth-grade language arts teacher Rosemarie Chaisson, \$75,000 to high school business teacher Judy Brune, and \$50,000 to high school family life teacher Joanne Beck.

Suing under a state law against sex discrimination, the women charged that various administrators had both humiliated them in front of their colleagues and students and discriminated against them in promotion, assignments, transfers, workload, and conditions of employment.

WEST

School districts in Kansas should redefine professional tasks so teachers can teach for mastery and administrators can provide curricular leadership and instructional support. This is one of the recommendations made in *The Final Report of the K-NEA Education Study Committee*, released over the summer.

Out front on the question of quality education, Kansas-NEA organized the statewide committee of Association members and other educators in 1981. The group's recommendations reaffirm the main elements of the Kansas Plan, K-NEA's 1983 legislative proposals on excellence in teacher education.

The study committee generally called for higher standards for both students and first-year teachers—recommending that the latter undergo a year's internship before receiving initial certification. The committee also recommended that teacher salaries (which averaged under \$13,000 for first-year teachers in 1982-83) "reflect the high expectations of Kansas citizens for professional educators."

MID-ATLANTIC

Since the 1960's the Ohio Education Association (OEA) has been waging an intense effort to get a collective bargaining law. The years of struggle finally paid off in early summer when the state legislature passed, and Governor Richard Celeste signed, a law mandating bargaining for public employees, effective April 1, 1984.

OEA president Don Wilson says the new law "will solidify local bargaining procedures already in place while opening new avenues for educators who have been denied the right to bargain."

The new statute guarantees the bargaining rights of K-12 teachers, school support personnel, higher education faculty, and almost all other public employees. It also repeals the old Ohio anti-strike law, allowing most public employees to strike after impasse procedures have been exhausted.

Local Look

FLORIDA

Fired-up Association reps. An impressive contract. High visibility. Social contact. They all contributed to the substantial membership increase chalked up last year by the Orange County Classroom Teachers Association (OCCTA).

"Starting the year with a negotiated 12-percent salary increase didn't hurt our image," says Doretha Fedrick, OCCTA president. "We sent copies of the contract and other Association materials to new teachers. Most signed up."

OCCTA leaders solicited member and disenchanted non-member views at school, in telephone interviews, and at the Association's most successful activity—a social in each of its eight school districts.

By the end of the school year, OCCTA had nearly met its goal of a 10-percent membership increase—quite a challenge in a local that doesn't have much turnover in school personnel.

WEST VIRGINIA

The Kanawha Teachers Association's instruction and professional development committee has won a \$1,500 NEA Hilda Maehling Fellowship for its year-old program "Action Learning Road," designed to help parents help their children learn.

Last year's highly successful effort involved first through third graders, who traveled a pre-arranged route through Charleston with their parents on specific Saturdays. The route included stops at stores, restaurants, a public library, and other places of interest—at each of which teachers waited to help the children complete a learning-related activity.

Activities included reading signs, experimenting with computers, and checking books out of the library. After completing each activity the students received small gifts, many of which were donated by local merchants.

This year's program will follow the same basic format but will include activities in several subject areas for students in grades 4-6. The committee also plans to produce a pamphlet explaining instructional methods that parents can use in teaching their children.

NEVADA

With 100 percent membership and a new contract offering up to 12 percent salary increases, the Storey County Education Association (SCEA) near Reno is a pacesetter for locals anywhere.

Nearly a fourth of the 22 members were on the negotiating team. The new contract didn't come easily.

IN THE SHOW-ME STATE

Activism Pays Off in North Kansas City



NKCNEA's Executive Committee—on the job. Standing: Shirley Cromer. From left: Donna Smith, vice-president; Tom White; Paul Telker, UniServ director; Dixie Latcham, president; Fran Bridgeman; Joyce Mackender; Ann Hunt; Karen Orrill; and Ken Kramme.

Missouri's North Kansas City NEA (NKCNEA) local reports a growing string of victories, large and small, since it started taking a more activist approach.

"We had an anti-teacher, anti-education school board for several years," explains NKCNEA President Dixie Latcham. "One of our major ventures was to dethrone the most insensitive members."

Between 1981 and 1983, the local's effective political action helped oust five foes from the six-member board—including the state PTA president.

This achievement spurred NKCNEA to others:

► The Association launched a community awareness effort that paid off this summer as Kansas City voters approved a half-cent sales tax hike for increased school funding and another half-cent for capital improvement. Without

the extra tax revenues, the district would have had to lay off staff, cut elective programs, and raise class size.

► NKCNEA has launched a quarterly newsletter that goes to community leaders. It takes a positive tone and "keeps the public aware of how the schools serve the entire community," reports member Shirley Cromer, who is also vice-president of Missouri NEA.

► For the first time in the history of North Kansas City's annual preschool teacher workshops, in 1982 the Association president shared the stage with the state commissioner of education, the district superintendent, and the school board president. This summer the local again won the right to address teachers at the workshop.

► NKCNEA was out front in Missouri NEA's 1982 push

for increased state education funding—and in its drive to elect Harriet Woods senator in 1982. "Although we didn't accomplish either goal, we came close to winning both—and strengthened our organization in the process," Cromer says. "NKCNEA members came away with a renewed appreciation for political action."

► NKCNEA has fought for and won release time to attend annual PTA Council meetings (traditionally held during the school day). "We put the T back in PTA," Latcham boasts.

NKCNEA leaders spent the summer planning activities for this school year, including a different community project each month. In December, for example, NKCNEA will sponsor a movie at a local theater. Cost of admission? Canned goods for the needy.

"After more than two months of negotiations, by June the Storey County school board hadn't budged from its first salary offer of 4 percent," reports chief negotiator Ed Murkovich. "We called for binding arbitration and had already chosen the arbitrators when the board suddenly came in with a new and creative offer: a 4 percent across-the-board raise and another 2 percent (about \$295) for every category of further educational credit."

Most of the teachers are in the third and fourth of the six categories—for them, that adds up to

8 to 10 percent increases.

SCTA promptly called off the arbitration. The new contract was ratified the same month.

COLORADO

On the first Friday of every month, at a motel convenient to Interstate 25, local Association presidents and UniServ directors in Adams County, just north of Denver, meet for breakfast with the superintendents and PR directors of their school districts.

Public relations is the primary

objective of these joint meetings, which have been going on since May 1981. Each year the group sets a countywide calendar of activities that will inform the community about the schools—demonstrations at shopping malls during American Education Week, for example, or a breakfast during Public Schools Week honoring businesses and organizations that have helped the schools.

Shirley Wells, president of the Westminster Education Association, one of the five locals in the county, reports, "We're realizing more benefits from cooperation

than mere public relations. We lobby our state legislators with a single voice. We've made inservice education more efficient by eliminating duplication of courses."

"We and the administrators have also agreed," she adds, "that when we *do* disagree we'll do so with dignity."

WISCONSIN

Two years ago, the Salem Central Education Association decided its small size was no justification for its 60 members' having the lowest salaries in the state—and went to work to change things.

When the 1982-83 round of negotiations almost ended in a binding arbitration hearing, the Association chose not to have an outside party settle the dispute. Instead, the teachers appealed to the community, passing out leaflets at football games and demonstrating at a school board meeting. When SCEA squared off with the board for the last round of negotiations, it had community support. The result was a minimum salary increase of \$7,000 for every teacher in the district.

SCEA wanted more—and got more. Before the 1983-84 negotiations, SCEA leaders took the NEA bargaining cooperation training program and came to the table even better prepared. These negotiations ended with SCEA's gaining a 10-step salary increase and an additional minimum raise of \$2,400.

"It all happened because we organized internally, cooperated with each other, and got the community on our side," says SCEA President Bernie Elverman. "It took some courage for our school board to give teachers quality salaries and programs—and to be the first to meet our state Association's bargaining goals."

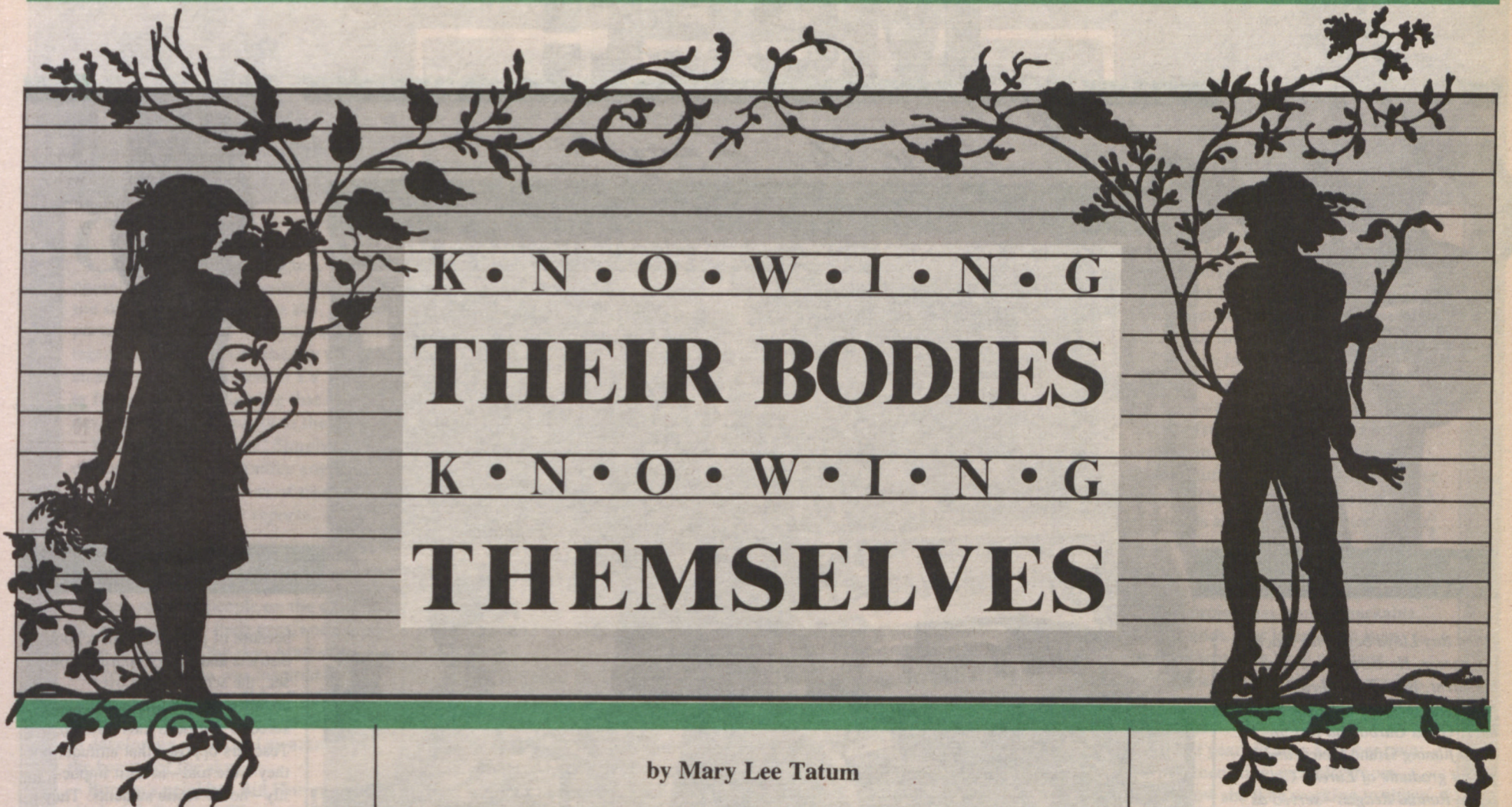
CALIFORNIA

Four teachers backed by the Modesto Teachers Association now sit on the seven-member Modesto board of education.

More than 200 teachers worked on the campaign, putting out direct mail, radio, and newspaper ads and going door-to-door for their colleagues. The local newspaper, the *Modesto Bee*, tried without success to create public concern about the fact that the candidates were teachers.

CTA political action funds and a small voter turnout helped the teachers win. But in the last analysis, as one campaign worker put it, "These candidates were clearly the best qualified and understood the issues of education."

IN THE CLASSROOM



K • N • O • W • I • N • G
THEIR BODIES
 K • N • O • W • I • N • G
THEMSELVES

by Mary Lee Tatum

**With or without sex education,
 kids are learning about sex.
 It's just a matter of where,
 what, and from whom.**

There seems to be a myth abroad that you can keep teenagers from being aware of their sexuality by never talking seriously about it. When I appeared on the CBS show *30 Minutes* a few years ago, an opponent of sex education asked, "What will 17-year-old boys and girls think about on the way home if they've taken sex education classes together?"

When my students saw the show, they said, "They'll think about sex—whether they've taken a class or not."

So it's not surprising that, according to recent surveys, about four U.S. parents out of five want their children to have sex education in school. That's a sign of caring.

When a whole community gives its children an opportunity for sex education in the schools, that's a sign of caring, too. But only about 10 percent of the school-aged children in this country get a comprehensive sex education program.

In Falls Church, Virginia, where I teach, we do have a comprehensive family life and sex education program that runs throughout a child's school years, and it started with an initiative from the PTA. Of course, we don't teach the same things at the kindergarten, junior high, and high school levels. But from the beginning, teachers teach students to respect themselves and recognize the good things about being a boy or a girl and the importance of sex equity.

Specific units on sex education come in only where a community advisory committee—about two dozen people representing different religious groups, the medical community, the PTA—has approved them. In the elementary school, regular classroom teachers provide the instruction. In the fourth grade, children see films and learn about, for example, menstruation and nocturnal emissions. The next year, they study the body systems, including the reproductive and endocrine systems. Then, in the sixth grade, they have a six-week unit on entering adolescence, how bodies change, and so on.

In the eighth grade, students get a half-year family life and sex education course. At

the high school level, there's an elective junior-senior seminar in human sexuality.

Because we can't change the pressures of the society we live in, we have to alert kids to where those pressures come from and what they mean. We put the emphasis on self-esteem, decision making, facing problems. No good sex education program omits the importance of individual family values or the idea of consequences and responsibilities in sexual behavior—of what it might be like to be pregnant at 14.

The program has solid community support. More than three-fourths of the Falls Church parents answering a PTA poll on school subjects rated the program excellent or good, and only 2 percent rated it fair or poor. (Most of the rest said they didn't know about it.)

In fact, no organized opposition has appeared in the 11 years we've offered the family life program. I can think of several reasons for that.

First of all, we work on the principle that schools and families each can make a special contribution to young people's knowledge about sex. Sexual learning begins in the primary family with affection, respect, family interaction.

What the schools can provide and the family cannot is serious discussion in the peer setting, guided by well-trained teachers. If anything is to be meaningful to adolescents, it's got to be meaningful within the peer group—a very important setting, especially where romance and dating are concerned. The school's task is not to interfere with family values, but to reinforce the meaning of the family and to help the student critique the

culture as it affects attitudes about sex and relationships.

Because we believe that both the school and parents have a necessary part to play in sex and family life education, we ask for input from the parents and then consistently keep them informed. Every year, sometimes twice a year, I offer a free 12-hour parent education course spread out over four or five weeks. A cadre of people who support the program because they're well-informed about it has come out of that course.

The community advisory committee helps. The administration, faculty, and school board back the program, too. The fact that it's a very small community—only 1,100 students—makes it easy for us to maintain communications.

But Falls Church, along with other school systems beginning sex education programs, does suffer from a national conspiracy against local option. When Rosemary Thompson, a Phyllis Schlafly supporter from Illinois, appeared on a TV show with me, opponents of sex education packed the audience. They seemed to feel that any mention of sex in schools constitutes hard-core pornography.

The Falls Church parents disagreed, because they know the program as it really is. That kind of support for what "we" are doing is an essential ingredient of a successful program. The community—faculty, administration, school board, parents, and students—produce, maintain, and own this program!

Sex Education Begins at Home

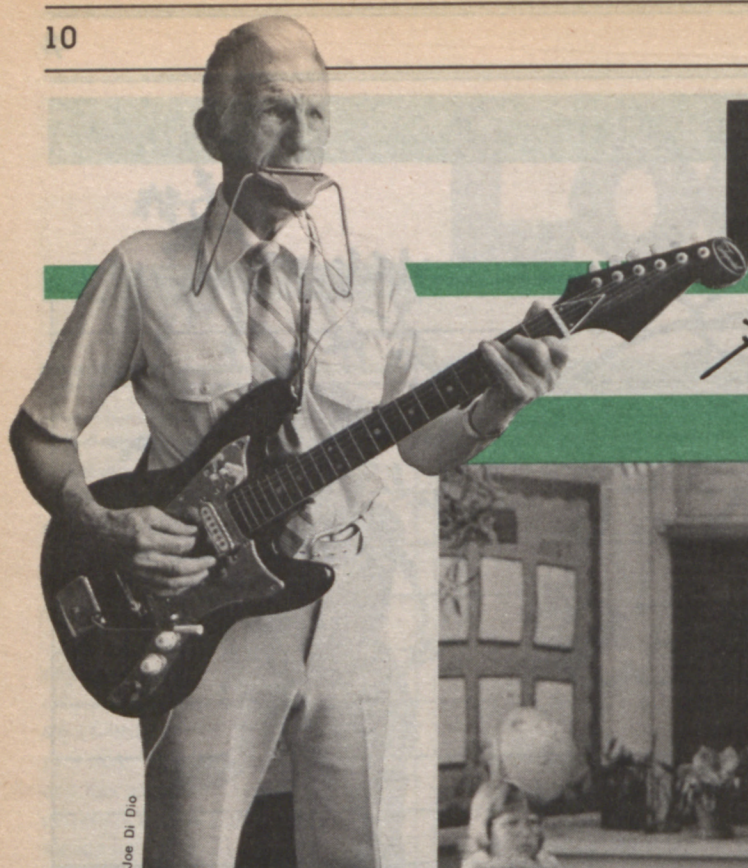
October 5-11 is the ninth National Family Sexuality Education Week, sponsored by NEA, the Planned Parenthood Federation of America, the YWCA, and some 35 other organizations.

Last year's observances ranged from a "Family Fun Run" in Lewiston, Maine, to a four-page insert in the McAllen, Texas, county newspaper. Exhibits, reading lists, talk shows, posters, contests, workshops, film festivals, and fairs were other ideas that worked in communities from Anchorage to Atlanta. In this year's plans: a hotline on problems of communicating about sexuality and a press conference for school newspaper editors.



Association member Mary Lee Tatum teaches family life and sex education at George Mason Junior-Senior High School in Falls Church, Virginia. She also consults for

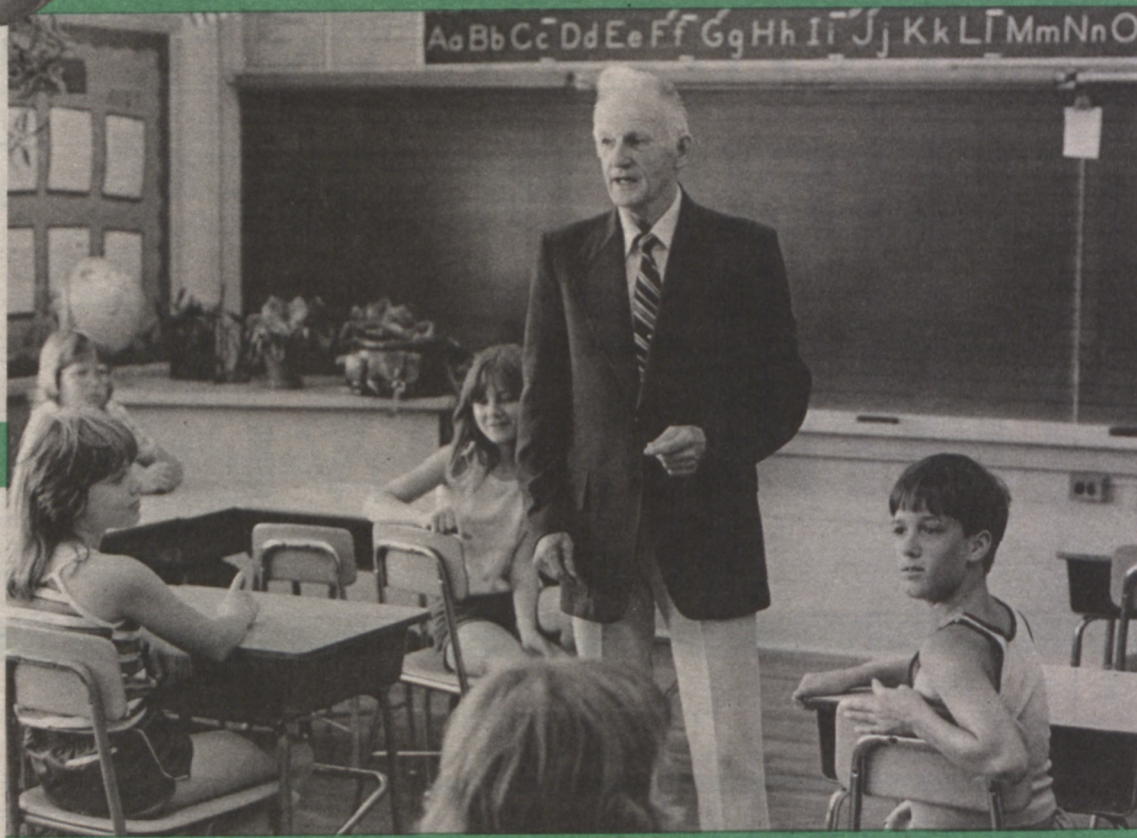
other school systems, teaches adult classes and church groups, and teaches at the University of Virginia.



Joe Di Dio

Meet:

Ray A. Lloyd



James Lightner



Joe Di Dio

When Ray Lloyd began his teaching career, Herbert Hoover was president, Babe Ruth played right field for the New York Yankees, Greta Garbo had just finished filming *Grand Hotel*, and a recent graduate of Eureka College—Ronald Reagan—served as sports announcer for radio station WOC in Davenport, Iowa.

This year Ray Lloyd will retire, completing more than a half century of service. And he'll be missed. "If we could take the magic he has and bottle it," says his principal, "we'd really have something."

Recently NEA staff writer Carl Lury visited Lloyd in his fifth grade classroom at Chase Elementary in Baltimore County, Maryland. Excerpts from their conversation follow.

Why would you stop teaching after only 52 years?

In a way, I'm keeping a promise to myself. I decided a good time ago that I would teach only until I was 70. And I'll turn 70 in April.

Wait a minute—I'm confused by your chronology. You started teaching when you were 18?

Yes. I finished high school at age 17, then spent a year at Glenville [W. Va.] State Teachers' College. The next year—1932—I began teaching at Long School, a one-room school in Long Run, West Virginia.

I had to arrive early enough to start the fire in the potbellied stove at the center of the room and fill our "drinking fountain"—a large bucket—from a nearby spring. I also had to be sure the outhouse was sanitary.

Those were good years. The children learned a lot—in part because they helped each other so much. The third graders, for example, could ask the fourth and fifth graders for help. Or a third grader who was having trouble could go back and review some old material with a second grader.

I guess in a way we were progressive. I hear a lot of talk these days about letting students proceed at their own pace and about putting less emphasis on grade levels. Well, we were doing that in 1932.

It sounds as though you carried a lot of responsibility. Did your salary reflect that?

I started at \$21.25 a week...

So things haven't changed much...

In a way, that's true. On the other hand, we require a lot more of teachers now.

They may not have to stoke the fire, but they have more paperwork, greater discipline problems, less support from parents and community. And, of course, they need a stronger academic background than I began with.

I earned my bachelor's degree in 1950 and my M.A. in 1955. But even with those credentials, I had to work every summer until 1978 to make a salary my family and I could live on.

What kind of work?

All kinds. I've spent summers on auto assembly lines, in a shipyard, at a cast iron foundry. And I usually made more than I was making as a teacher.

Were you ever tempted to change careers?

Many times. But I hung on—even in 1933 when the county ran

out of money, and I wasn't paid for two weeks. I had to cut expenses, so I walked back and forth to school—10 miles each way. When the weather was bad, I jogged the route. Luckily, I'd been a "miler" in college.

Maybe that early training explains your good health. I read in the newspaper that you once went 38 years without a personal illness day.

I'm glad you mentioned that, because I want to correct it. The press was wrong. It was 37 years.

Only 37?

Yes, from 1932 to 1969. I've always been healthy. I work on it. I exercise—I still enjoy jumping hurdles—and I follow a very strict diet: a special breakfast (my own concoction of soybean meal, raw honey, wheat germ, mineral tablets, etc.), no lunch, and a well balanced dinner. I also completely fast one day each week. And I work hard. That's a great key to health.

Do you think your students pick up on that? Do they learn from your health discipline?

I hope so. And I think they do. You know, a lot of things are taught best by example.

That's especially true of the traditional virtues. Children need to see examples of people who try to practice those virtues. I think my attempts to practice the principles of the Bible made me a better teacher.

You've been interviewed on TV, and TABCO [the Teachers Association of Baltimore County] created a special award for you—the Golden Apple Award. How have you reacted to this sudden recognition?

I appreciate it. I really do. But I keep it in perspective. I'm not a great teacher. I've just lasted a few years longer than most.

With all your experience, I'm sure you have some pretty strong opinions about teaching. What do you think of all the recent criticisms of education? Has the quality deteriorated? Have teachers deteriorated?

No, I really don't think so—at least not by comparison with other professions, like the auto industry.

Generally, I believe a lot of our country's workers have lost their sense of pride. But teachers still have pride. They care. The problem is that they're asked to do too much with too little support. And often, what they're asked to do just isn't reasonable.

Could you elaborate?

Well, I've read the critics who say that we let students graduate from high school without knowing how to read or write. First, that isn't true. Graduates today are better educated than they were in the 1930's and 1940's.

But—and this gets back to your question—the reason some students in the 60's and 70's graduated without being literate was

because of pressure from school districts and school boards. You see, the schools were overcrowded. And teachers were pressured to just push kids through. Teachers opposed that attitude, but they were told—at least implicitly—not to retain students. They were supposed to keep the gates to graduation wide open. Later, of course, the teachers were blamed.

Fortunately, with the schools less crowded now, we're no longer seeing students just herded through school. So they're better qualified when they graduate.

What about students? How have they changed in the last 52 years?

They're louder. I'm serious. They're used to talking to each other over the sound of the TV. So volume is really up since 1932.

They also know more—much more—than the students of my earlier teaching years. But I'm not sure they're wiser. It's pretty clear that TV doesn't teach them good old horse sense—or common courtesy.

Do some of your former students visit you?

Yes, but I'd like to see some of the students I had when I first began teaching. One girl would be 64 now. A lot of my former students are in their 50's.

Some are probably retired.

That's very likely, yes.

What about your own retirement? Are you ready?

Yes, 52 years is enough. I'll miss the children, but there are other activities I want to pursue.

I want to give more time to my poetry, perhaps try to publish an anthology of the more than 100 poems I've written in the last 30 or 40 years. And there are skills I want to practice—my guitar and harmonica playing, my carpentry. I'd also like to spend more time giving concerts at retirement and rest homes. I've done that for years, and the older folks seem to enjoy my music. I'll be busy.

IN THE CLASSROOM

On any given day, a visitor to Eleanor Franey's third grade classroom in Arlington, Massachusetts, might see students 'saluting' the sky, photographing the sky, writing poems about the sky, studying sky legends, giving talks on the sky to other classes, or writing letters to TV weather forecasters complaining that they never mention the beauty of the sky.

What's going on here? Simply "an explosion of learning unlike anything I've ever seen in 22 years of teaching," NEA member Franey reports.

The whole thing began one day in 1978 when a Boston TV reporter, Jack Borden, stopped people on the streets, put his hand over their eyes, and asked them to describe the sky. Almost no one could. Borden was inspired to found "For Spacious Skies," a Boston-based nonprofit organization devoted to developing a national awareness of the beauty of the sky.

Borden's neighbor Bill Hurley, principal of Arlington's Thompson School, saw the many educational implications of such an effort. He in turn approached Eleanor Franey, who agreed to develop sky awareness as a teaching focus. Last year her third grade classroom became a unique laboratory of learning—and program design.

"This isn't one of those programs that's dreamed up in someone's head and written down first," she stresses. "I've lived it and developed it with my students as we've gone along."

Many of those students came from low-income families. Franey began by asking them simply to look at the sky and then express in painting, poetry, or prose the way it made them feel.

"They tuned in to the sky amazingly," she says. "I didn't give them a lot of information, but just asked them to look long enough to see the sky's beauty. Once they got that sense of wonder and curi-



On a hill overlooking Boston, eight-year-old Nathan Boyer puts the finishing touches on his painting at a "sunrise watch"—part of the sky awareness program being developed by Arlington, Mass., teacher Eleanor Franey.

Sky-happy third graders discover poetry, art, conservation, astronomy... the sky's the limit!

osity, I found I could fire anything at them."

Franey installed an 'I wonder' chart in the classroom for unanswered questions, explored the various theories about how the universe came into being, and helped her students learn about weather patterns. Armed with cameras donated by Polaroid and sunglasses by Bausch and Lomb, the third graders photographed the sky and probed why cameras lenses record it differently from the mind's eye.

"They learned a lot of science, but it went well beyond that, into every part of the curriculum," Franey stresses. "The kids' new awareness of the beauty of the sky seemed to spark their appreciation for beauty generally. Suddenly I had a classroom full of third graders listening attentively to good music—and poring over repro-

ductions of great art."

Franey was particularly struck by the changes in the students' own artwork. Where before their paintings featured just a casual slash of blue to indicate the sky, after a "sunrise watch" with Franey and their parents, they took pains to extend the sky right down to the ground—and to depict it in all its varied hues.

Students' newfound excitement about the sky made an equally noticeable improvement in their writing skills. The third graders each kept a "sky journal" containing poems, new words they'd discovered, and copies of the letters they wrote to corporations and scientific publications requesting information or equipment. "They motivated themselves," Franey stresses.

When it came time for independent

scorers to judge the writing samples required of third graders by Arlington's basic skills testing program, 54 percent of Franey's kids scored in the 90th percentile—as compared to 15 percent of third graders districtwide.

Concern for the environment was another outgrowth of the class's growing sky awareness. While watching the sun rise from their perch on a hill in suburban Arlington, they observed the sulphur dioxide smog hanging over Boston. They started to question why pollutants are allowed to enter earth's precious atmosphere.

"The support from the community for this project has been remarkable," Franey adds. Her latest coup is an arrangement with local amateur astronomers to lend the third graders their telescopes for night sky classes this winter.

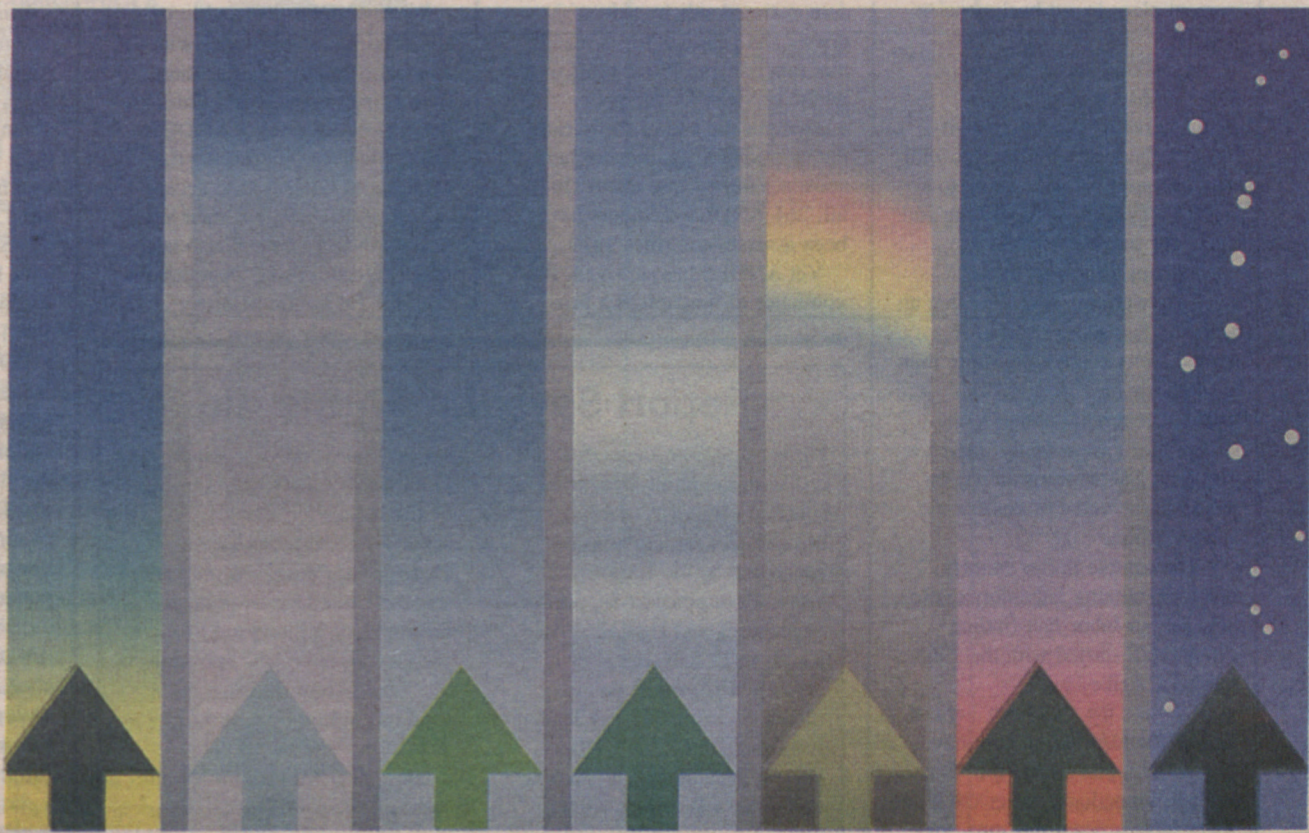
All last year, Franey kept her own journal, recording each classroom event. Now she'll be working to shape that journal into an instructional manual other teachers can use to implement sky awareness at any grade level. Plans are also in the works for researchers at Harvard University's Graduate School of Education to conduct a formal evaluation of this new approach to learning.

Meanwhile, Franey is turning on a new third grade class to the wonders of the sky—while keeping her own feet firmly on the ground. Sky-watching, she points out, has one big practical advantage: "The sky is always there. It's cheap, it's handy, and you don't need an elaborate field trip to study it. What more could a good teacher ask for?"

Martha W. Zermani is a freelance writer in Arlington, Mass. For further information on the For Spacious Skies approach, contact Eleanor Franey at the Thompson School, 60 N. Union St., Arlington, MA 02174.

Look Up—and Learn

by Martha W. Zermani



INTERNATIONAL

TEACHERS AS 'TROUBLEMAKERS'

Two NEA representatives—part of a U.S. labor union fact-finding delegation—recently returned from five intense days in El Salvador.

The NEA fact-finders knew they weren't going to find models of modern pedagogy in that war-torn Central American nation. But what they didn't expect to find was a nation of teachers who have been labeled "subversive" by a regime that fears them.

John DeMars, NEA's director of Peace Programs and International Relations, helped lead the U.S. labor delegation to El Salvador. With him was NEA Today's Sam Pizzigati, who filed the following special report.

High in the mountains of El Salvador, the school director looked his U.S. visitor straight in the eye.

"We lack everything," he said. "Why doesn't the U.S. send us pencils instead of bombs?"

That educator's frustration is shared by teachers throughout El Salvador. There are supply shortages everywhere. There is fierce overcrowding. But, most of all, there is the terror that all teachers in El Salvador feel first-hand.

In El Salvador today, teachers are targets. They are regularly murdered and "disappeared" by government security forces and allied right-wing "death squads."

Yet teachers, amazingly, continue to work—unarmed—for social change inside El Salvador. Teachers, our delegation discovered, are El Salvador's "troublemakers."

This "troublemaking" is a relatively recent development. Only 30 years ago, teachers never would have dreamed about challenging the power of the landowners and militarymen who have traditionally ruled El Salvador.

Older Salvadoran teachers, in fact, still remember the days when educators passively accepted military orders to march in humiliating "civic" parades. Several teachers told us that school officials routinely used to demand sexual favors from women faculty.

It was to fight pressures like these that teachers organized ANDES—the National Association of Salvadoran Educators—18 years ago. They took as a slogan: "For the Dignity of the Teaching Profession."

In 1968, the fledgling ANDES—20,000 teachers strong—walked out on strike against gov-

A Special NEA Fact-Finding Report on El Salvador



At one elementary school in El Salvador's mountains, 12 teachers teach 800 students. Many children aren't in school. Below left, an 11-year-old boy adopted by a local guerrilla band after his parents had been murdered. Salvadoran teacher Julio Portillo, left, escaped an ambush by right-wing death squads with only this bullet wound in his leg.

ernment plans to cut back pension benefits.

The walkout shook the nation, and its impact was felt nearly everywhere. In village after village, teachers set up meetings with local *campesinos*—peasants—to explain why they were striking and to ask for support.

For many peasants, these meetings were the first time that an educated Salvadoran had ever treated them as anything more than a "domesticated animal."

The teachers won the 58-day strike. More importantly, their victory gave Salvadorans an object lesson in the value of democratic citizen action.

"The trouble in our country," one high-ranking Salvadoran colonel told our labor fact-finding group, "all started with the 1968 teachers' strike."

In a way, the "modern" era of Salvadoran repression may have started with that strike, too. During and immediately after the strike there were arrests, pay cuts, and arbitrary transfers. In San Vicente

province, one teacher was killed. Despite this intimidation, teacher activism continued

throughout the 1970s. Teachers demonstrated side by side with priests and peasants for demands that ranged from lower rents to public services for the poor.

Then, at the end of the decade, the intimidation against teachers suddenly turned into terror. In all, 264 ANDES members have been assassinated since 1979.

Yet ANDES has survived. It continues to function as a pro-

fessional association. But caution is the organization's ever-present byword. ANDES, for instance, never publicizes where membership meetings will be held—for fear of raids by government security forces.

What ANDES does publicize are its bargaining sessions with the national Ministry of Education. By making the dates and times of these meetings public, ANDES leaders feel they're forcing the Minister of Education to accept open responsibility for their safety.

But ANDES leaders also take other precautions for negotiations with the Education Ministry.

Report Says: End Arms Aid

NEA's recent on-the-scene investigation into Salvadoran education was part of a broader fact-finding mission sponsored by the National Labor Committee in Support of Democracy and Human Rights in El Salvador.

With NEA on the delegation to El Salvador were leaders from the United Auto Workers, the Amalgamated Clothing and Textile Workers Union, and the American Federation of

State, County and Municipal Employees.

The delegation's final report—*El Salvador: Labor, Terror, and Peace*—recommends that the United States immediately end all military aid to the government of El Salvador.

"The current rationale behind our military policy in El Salvador," the report concludes, "cannot but lead us into another Vietnam."

They carefully plan out secret entry and exit routes to each session and always bring family and friends to the Ministry to act as witnesses.

As a final precaution, ANDES never sends its entire executive board to any negotiating session. Should the worst happen, ANDES reasons, at least some leaders must remain free and alive.

"We are not underground," notes one ANDES leader, "just discreet."

ANDES still maintains a public office in San Salvador, the nation's capital, but the ANDES secretary-general, Saul Sanchez, told us he'd been to the office only once this year. Any more frequent contact, he explained, would give security police the opportunity to track Sanchez and other ANDES leaders back to their secret "safe houses."

Sanchez has never been charged with any crime, and ANDES remains a legal organization under current Salvadoran law. But Sanchez knows—from what other ANDES members who have been arrested, tortured, and released have told him—that Salvadoran security forces have his name on a list of "subversives."

All those ANDES members who have been arrested and subsequently released are either in hiding or in exile.

For ANDES members still in the classroom, there is no hiding place. But these teachers remain committed to the fight for an education system that refuses to accept poverty as a given.

"We as teachers," explains ANDES Secretary-General Sanchez, "are not content to teach children about good nutrition and talk to them about foods they can never afford to consume."

For their discontent, El Salvador's teachers have paid a heavy price.

PRESIDENTIAL CANDIDATES

White House Hopefuls: Where They Stand On NEA Issues

One of the key debates in the 1984 political season will undoubtedly be over how to improve American education. President Reagan apparently sees education as among the "gut issues" that can propel him into a second term should he decide to run. Since last spring he's spoken out consistently for his policy of less federal involvement in the schools.

The six announced Democratic presidential candidates have responded with their own education game plans. Those plans are summarized on the following pages from responses to a questionnaire NEA sent to all announced candidates and President Reagan last May, asking whether they support or oppose key Association positions. (President Reagan declined to participate.)

Note that the *support* or *oppose* choices marked here are the candidates' own—not necessarily NEA's—assessments of their positions. Responses had to be edited for length here, but the full texts have been provided to every NEA state affiliate.

Studying these positions is just one step in the democratic process by which NEA decides whether to support one or more candidates in the upcoming primary elections and state caucuses. The process also includes a half-hour NEA interview with each announced candidate, videotapes of which are available through every state Association.

As we go to press, NEA President Mary Hatwood Futrell is expected to make a formal recommendation for candidate support to the NEA-PAC Council when it meets in Washington on September 29. If this 63-member body votes agreement, the recommendation will then go to the 124-member NEA Board of Directors, where it needs the approval of 58 percent. Finally, before NEA-PAC can actually back a candidate in any state primary or caucus, the state Association must formally concur.

The candidate support process is getting under way earlier than ever this fall because the 1984 primary season has been "front-loaded": nearly half the delegates to the 1984 Democratic national convention will be chosen by the end of March. Association members seeking to become delegates will need to get organized quickly.

NEA can *support* a presidential candidate from each party in the primaries; NEA can *endorse* only one candidate for the November elections. The decision to endorse requires a secret ballot of the thousands of delegates elected to the 1984 NEA Representative Assembly. Delegates may take such action before, during, or after the July 1984 annual meeting in Minneapolis. A 58 percent majority is needed.

I. GENERAL AID TO EDUCATION

(A) Federal general assistance for the maintenance and operation of the public schools has long been a major concern of the NEA. The goal is one-third federal funding of schools.

(B) NEA is unalterably opposed to any legislation designed to provide tax credits for tuition paid to any private elementary, secondary, or postsecondary institution. We see such schemes as fiscally unsound as a matter of public policy, as well as being unconstitutional. Voucher plans are also opposed as programs which weaken or destroy the public schools.

(C) Consolidation or block grants should not be a vehicle for reducing federal funds or budget cutting. Any consolidation should result in improved services to all persons included within the scope of categorical funding and ensure that those intended to be served are actually served. Consolidation or block grants should encourage increased funding efforts by state/local governments and mandate, at a minimum, state/local maintenance of effort.



Reubin Askew
Governor of Florida,
1971-79

I. A ☐ Support ☐ Oppose

Qualified. The federal government must bear a greater share of the financial burden of improving public schools. I do not anticipate that the federal share would reach one-third. State and local governments must continue to have the primary responsibility for financing education with federal assistance for other services.

I. B ☒ Support ☐ Oppose

I. C ☒ Support ☐ Oppose



Sen. Alan Cranston
Minority Whip
(D-California)

I. A ☒ Support ☐ Oppose

As President, I will use the immense powers of the Oval office to reinvest in our people and to restore our commitment to education. I support these NEA positions on general aid to education.

I. B ☒ Support ☐ Oppose

I. C ☒ Support ☐ Oppose

Throughout my Senate career, I have opposed legislation that would provide tax credits for non-public education. I also oppose voucher plans. The survival of free, public education in America rests on keeping our federal resources targeted on the public schools.

As President, I would insist that my Administration monitor education block grant mechanisms to assure that gains are not offset by cuts in funds. I would also work with teachers, school board members, students, parents, administrators—to build a national climate of support.



Sen. John Glenn
(D-Ohio)

I. A ☐ Support ☒ Oppose

Education is a national responsibility that demands federal support. Yet at a time when we are facing \$200 billion federal deficits, it is a false hope to expect the massive increases in federal education assistance that would be required to satisfy a one-third funding goal. More money is required—my proposal adds an additional \$7 billion to the education budget.

I. B ☒ Support ☐ Oppose

I. C ☒ Support ☐ Oppose

Tuition tax credits would provide private schools with an unfair advantage over public schools and add an expensive, uncontrollable, and inflationary provision to the tax code. They represent unsound education policy and unwise tax policy.

I oppose the use of block grants to reduce federal financial support for categorical aid programs such as Title I, education of the disabled, and vocational and adult education programs.



Sen. Gary Hart
(D-Colorado)

I. A ☒ Support ☐ Oppose

Passage of the American Defense Education Act will be my first priority. My Administration will also work closely with the NEA and the education community to develop long-range strategies to increase the federal share of the total school budget.

I. B ☒ Support ☐ Oppose

I. C ☒ Support ☐ Oppose

I will veto any legislation authorizing tuition tax credits for private schools. Tuition tax credits are bad economic policy, bad public policy, and bad education policy. I am also opposed to the use of vouchers as a funding mechanism in the public schools.

My Administration will be committed to increasing the federal commitment. Therefore, I will not use block grants as a device to reduce money available to schools. The basic justification for consolidated funding is to reduce administrative costs and to put more resources in the classroom.



Sen. Ernest F. Hollings
(D-South Carolina)

I. A ☒ Support ☐ Oppose

My \$14 billion proposal for a Professional Teacher Grant program, which is in addition to existing funding, calls for the federal government to provide significantly greater funds for education, particularly for teacher salaries.

I. B ☒ Support ☐ Oppose

I. C ☒ Support ☐ Oppose

In 1978 I led the fight that beat back the Moynihan tax credit bill. Since then I have spoken and testified against this unconscionable idea numerous times. Should tuition tax credits come to the floor of the Senate, I am prepared once again to lead the fight to defeat them.

There is nothing inherently wrong with block grants. What's wrong is the way the present Administration has used this concept to dismantle, terminate, or greatly restrict valuable education programs.



Walter F. Mondale
Vice-President, 1976-80

I. A ☒ Support ☐ Oppose

I support general aid to public schools and have proposed to invest \$4.5 billion of additional resources per year in a new national Fund for Excellence. Under my proposal, no school district will receive less than what is needed to take a meaningful step toward excellence.

I. B ☒ Support ☐ Oppose

I. C ☒ Support ☐ Oppose

As President, I would strongly oppose any legislation to institute tax credits and voucher schemes.

Any consolidation should be designed to improve services—not to cut funding. Federal programs must assure that civil rights guarantees are protected, that those for whom services are intended receive them, that fiscal accountability is preserved, and that state and local funding is stimulated, not supplanted.



President
Ronald Reagan

NO RESPONSE

NO RESPONSE

NO RESPONSE

PRESIDENTIAL C

V. DE

(A) In order to improve education, government intervention is necessary. Making, then, the government should diminish its role in education.

V. A.

V. A

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PRESIDENTIAL CANDIDATES

ESSAY: BILINGUAL EDUCATION						V. DEPARTMENT OF EDUCATION						VI. SOCIAL SECURITY					
(D) Bilingual and English-as-a-second-language (ESL) programs, which are unique and necessary to achieve functional proficiency in English, should be funded sufficiently to be available to all students not proficient in English.						(A) In order to preserve the role of education at the highest levels of governmental policy and budget making, the Department of Education should not be weakened or diminished from Cabinet status.						NEA supports the protection of the social security system consistent with the following tenets: opposition to mandatory coverage, elimination of the spousal offset, equity for men and women without discrimination based on marital status, no decrease in benefits promised or for which money has been collected, financing of medicare and disability through general tax revenues, and preservation of the concept of social security supplementing rather than supplanting other retirement funds. Dependents' education allowance should be restored.					
IV. D ☒ Support ☐ Oppose						V. A ☒ Support ☐ Oppose						VI. ☐ Support ☐ Oppose					
						I do not see any reason why the schools responsible for teaching the children of our military personnel should be excluded from the Department of Education. Congress should conduct hearings to air the controversy surrounding the transfer; otherwise, the delays should be stopped and the transfer should take place as authorized.						Qualified. I generally supported the proposals of the Social Security Reform Commission. I do not support the use of general tax revenues for Medicare. We must find ways to continue to fund the Medicare system but also contain medical costs. I believe that education should be financed through general revenues.					
IV. D ☒ Support ☐ Oppose						V. A ☒ Support ☐ Oppose						VI. ☒ Support ☐ Oppose					
reas, I have been a Senate leader in the fight to enact—and NEA position. As President, I would continue to lead the opportunity and equal access to education for all Americans.						I cosponsored the original legislation that created the Department. As President, I'd appoint as Secretary only an administrator who is knowledgeable, effective, and sympathetic with the goals of public education.						I opposed any mandatory coverage of teachers and other public workers if that coverage would jeopardize their pension plans. I have introduced legislation to establish the principle of earnings sharing under social security to eliminate discrimination based on marital status.					
IV. D ☒ Support ☐ Oppose						V. A ☒ Support ☐ Oppose						VI. ☒ Support ☐ Oppose					
I would work to ensure that no child is penalized because he or she is not proficient in English.						I cosponsored the legislation creating the Department of Education, and I would consult closely with the educational community in selecting an effective Secretary and an appropriate staff.						I oppose mandatory coverage and endorse the elimination of the spousal offset. I also favor restoring the social security student benefit. Social Security protection should be increased for American women. At present, the system fails to provide adequate and equitable coverage for them.					
IV. D ☒ Support ☐ Oppose						V. A ☒ Support ☐ Oppose						VI. ☒ Support ☐ Oppose					
Education for All Handicapped Children Act of 1975 and Community Act of 1978; I introduced the Bilingual Education Act of 1978; I voted against the entire Reagan economic program budget cuts in education; I offered numerous amendments Committee and on the Senate floor restoring funding to programs. Funding education needs of the disadvantaged is one priority. As President, I will commit the full resources of a Department of Education to work with local school districts to ensure equality and equal access for all our children.						I supported the creation of the Department of Education to coordinate our education programs, focus on them, better manage them, and give them stature commensurate with the importance of education in this country. As President, I will veto any attempt to abolish the Department.						I opposed the Administration's May 1981 'reform package' because it was unfair to current and future beneficiaries. However, I did support the social security compromise package on the Senate floor. Future changes must provide women with social security protection in their own right.					
IV. D ☒ Support ☐ Oppose						V. A ☒ Support ☐ Oppose						VI. ☒ Support ☐ Oppose					
the backbone of the federal effort to provide equal opportunity. We have consistently underfunded them. Only a small number of students eligible for the valuable services provided by receiving them—less than half of those eligible for Chapter 1. As President I would advocate funding increases for Chapter 1. Most recently it was my amendment that added a total of \$4 billion to the Senate Budget Resolution for elementary and secondary programs. Included are increases for Chapter 1 (totaling \$1.5 billion), aid to the handicapped, bilingual education, impact aid, and math and science education. My Professional Teacher Grant proposal, adding \$14 billion, is any effort I would pursue for our categorical programs.						Attacks on the Department of Education are really efforts by the "know-nothings" to cease any federal role in education. We must have an independent cabinet-level agency to provide the leadership for federal efforts and coordinate these efforts with the state and local governments.						As an original cosponsor of the legislation creating the Department, I support the inclusion of all federal education programs under its authority. As President I would advocate this position.					
IV. D ☒ Support ☐ Oppose						V. A ☒ Support ☐ Oppose						VI. ☒ Support ☐ Oppose					
I have proposed to restore and strengthen bilingual education, a program of tremendous significance for a growing number of schoolchildren. I cosponsored the original bilingual education legislation.						The elevation of federal education programs to cabinet status was one of my highest priorities in the Senate and as Vice President. Unlike the current Administration, I would appoint men and women who believe in strengthening education to leadership positions in the Department.						The quality of the schooling of overseas dependents is far more likely to improve under the Department devoted to education than under one whose mission is defense. I would urge that reasonable plans for transfer be developed and that this clear provision of the law be carried out.					
IV. D ☒ Support ☐ Oppose						V. A ☒ Support ☐ Oppose						VI. ☒ Support ☐ Oppose					
E I was a cosponsor of migrant education programs. I stood up for equal opportunity and access in the Senate and as Vice President. As President, I will carry this fight forward with energy and enthusiasm.						I propose to expand Chapter 1 by \$3 billion a year to guarantee a fair chance for every American child and to reach many more children; to extend the program upward through junior and senior high school; and to concentrate funds on the poorest urban and rural school districts.						I oppose mandatory coverage. I am fully committed to strengthen social security's treatment of women. I will defend the integrity of the social security system, which represents a solemn compact between generations. We must also defend Medicare, of which I was an original sponsor, and expand it to meet the health needs of the elderly.					
IV. D ☒ Support ☐ Oppose						V. A ☒ Support ☐ Oppose						VI. ☒ Support ☐ Oppose					
F The Supreme Court's ruling that every child within our borders is entitled to equal educational opportunities must be backed up with federal funds to assist hard-hit states and localities.																	
NO RESPONSE						NO RESPONSE						NO RESPONSE					

PRESIDENTIAL CANDIDATES

VII. EDUCATION AND NATIONAL SECURITY

(A) The security and well-being of our nation are enhanced by the pursuit of peace. The most effective guarantees of peace are a solid economy, a well-educated populace, and a stable world community. All efforts which detract from these guarantees shall be actively opposed. The goal of national security through peace can be achieved only by the education of the citizenry to compete and succeed in a complex and interdependent world. Therefore, the proposed disproportionate allocation of funds increasing the national defense budget and decreasing federal funding for education must be reversed.

(B) NEA supports the concept of the Kennedy-Hatfield nuclear arms freeze resolution as introduced in the 97th Congress. Immediate strategic arms control should include a complete halt in the nuclear arms race through mutual and verifiable cessation of testing, production, and further deployment of nuclear delivery systems and other destabilizing weapons.

VIII. TEACHER RETIREMENT

NEA supports a mobile teacher retirement assistance act. Support of federal legislation is predicated on exemption of states where statutes are substantially equivalent to the federal statute and/or regulations. Basic principles for retirement programs include fiduciary and reporting standards, standards for vesting and portability, ownership, and credit for military service.

IX. POSTSECONDARY EDUCATION

(A) NEA believes that funding for federal programs supporting postsecondary education must be maintained; to do otherwise would devastate the quality of programs offered, severely reduce access to postsecondary education, damage equal educational opportunity, and limit the variety of programs currently available for choice by students of all ages.

(B) NEA supports funding of federal student financial assistance, both grants and low-interest loans, so that all students who so wish may have available the funds needed to pursue postsecondary education at either two- or four-year institutions. NEA also seeks to assure continuation of the flow of research funds to postsecondary institutions through the National Science Foundation and other agencies.



Reubin Askew
Governor of Florida,
1971-79

VII. A ☒ Support ☐ Oppose

VII. B ☐ Support ☒ Oppose

VIII. ☐ Support ☒ Oppose

IX. A ☒ Support ☐ Oppose

IX. B ☒ Support ☐ Oppose

I believe a nuclear freeze can be a logical component of a comprehensive overall arms agreement with the Soviet Union. However, I do not believe we should freeze arms levels before we know how we are going to reduce those levels. We will not have the leverage we will need to achieve arms reductions if we agree first to a freeze.

I believe this should be left to the states.



Sen. Alan Cranston
Minority Whip
(D-California)

VII. A ☒ Support ☐ Oppose

VII. B ☒ Support ☐ Oppose

VIII. ☒ Support ☐ Oppose

IX. A ☒ Support ☐ Oppose

IX. B ☒ Support ☐ Oppose

True national security will be assured by putting more money into education, not less. Among my education efforts has been the enactment of a measure to bring federal resources to bear on the problem of improving math and science instruction.

I am running for President to stop the arms race. I would seek first a U.S.-Soviet freeze on the testing, production, and deployment of nuclear weapons, and then further reductions in our nuclear arsenals. I am an original sponsor of the nuclear freeze resolution.

I have been a major advocate of mobile teacher retirement assistance and I am the author of the Mobile Teacher Retirement Assistance Act. As President, I'd advocate this measure and work to get enough support in Congress to pass it.

Through 14 years in the Senate, I have fought for federal programs to increase support for postsecondary education. In the decade ahead we need a heightened government commitment to make an improved educational system available to every American. This means increasing support for postsecondary programs.

Government must continue to underwrite substantial financial assistance for students. In the Senate, I fought for expansion of the Guaranteed Student Loan program and cosponsored legislation that led to increases in Pell grants. As President, I will emphasize research.



Sen. John Glenn
(D-Ohio)

VII. A ☒ Support ☐ Oppose

VII. B ☒ Support ☐ Oppose

VIII. ☒ Support ☐ Oppose

IX. A ☒ Support ☐ Oppose

IX. B ☒ Support ☐ Oppose

We need an Administration that will take charge of the Defense Department. The Administration's call for a 10 percent increase in defense spending is too large; 5-6 percent is adequate. Education remains key to the success of our nation politically, economically and militarily.

I am a cosponsor of that resolution. But I believe we must go further. The safe and sensible route to nuclear security is to pursue arms control with mutual balanced and verifiable limitations and reductions of weapons on both sides.

We cannot expect to draw upon the best talents of our teachers if there are penalties for moving to areas of the country where their services are most needed.

My administration would be committed to providing equal educational opportunities to those who have been denied them, increasing support for work-study programs, for summer jobs or release quality and providing tax credits to firms that hire math and science teachers for summer jobs or release qualified and certified employees to teach math and science in public schools part-time.

My program would also make loans available to every student with a genuine need; strengthen the Pell Grant and related programs; provide forgivable loans to students who go on to teach math and science; and increase federal support for training and research.



Sen. Gary Hart
(D-Colorado)

VII. A ☒ Support ☐ Oppose

VII. B ☒ Support ☐ Oppose

VIII. ☒ Support ☐ Oppose

IX. A ☒ Support ☐ Oppose

IX. B ☒ Support ☐ Oppose

My Administration will pursue a policy of responsible defense spending and will work toward ending the nuclear arms race. I favor more effective defense spending with more emphasis on training, readiness, and conventional weapons.

My position on the nuclear arms race is well known and includes support for the Kennedy-Hatfield Nuclear Freeze resolution. I want to go further, however, and will give the highest priority of my Administration to conclude a comprehensive nuclear arms limitation agreement with the Soviet Union.

In a time when we are experiencing critical shortages of good teachers in science and math, we should be encouraging mobility, not discouraging it. I am not ready to commit to a specific statutory approach but will entertain proposals and look forward to developing one with your help.

I unequivocally agree that funding for federal programs supporting postsecondary education must be maintained. My opposition to the President's budgets has reflected that position. I have offered and supported amendments to restore funds for federal student financial assistance, grants, and loans. As President, I will submit budgets which adequately fund these programs and guarantee the necessary investment to meet the American promise of equal opportunity regardless of income.



Sen. Ernest F. Hollings
(D-South Carolina)

VII. A ☒ Support ☐ Oppose

VII. B ☒ Support ☐ Oppose

VIII. ☒ Support ☐ Oppose

IX. A ☒ Support ☐ Oppose

IX. B ☒ Support ☐ Oppose

We should call for the necessary investment in the development of the country's human capital not because national security spending is disproportionately higher, but because the spending on education is valuable in and of itself. Ultimately the real strength of our nation lies not in weapon systems but in its people and their capacity.

As a cosponsor of the Kennedy-Hatfield nuclear freeze resolution, I endorse strategic arms control. But the real need is to reduce, not just freeze, the deployment of these weapons. As President I would work for the goal of reduction. Of course, the freeze is an important first step.

I endorse the concept of providing minimum standards for retirement programs. We have federal standards for private employees. Public employees deserve the same basic protection. It is to everyone's benefit for the nation's workers to have financial security in their retirement years.

Our system of grants and loans based on student need is the basis for insuring access and choice to equal educational opportunity and has been instrumental in giving our nation one of the highest standards of living in the world. I am committed to this approach. My \$1 billion education amendment to the 1984 Senate Budget Resolution provided a significant increase in funding for the Pell Grant and other undergraduate education programs. We must also take care to maintain the successful research and development infrastructure we have put in place. My Administration will pursue ways to enhance the partnership with higher education and with business.



Walter F. Mondale
Vice-President, 1976-80

VII. A ☒ Support ☐ Oppose

VII. B ☒ Support ☐ Oppose

VIII. ☐ Support ☐ Oppose

IX. A ☒ Support ☐ Oppose

IX. B ☒ Support ☐ Oppose

I favor reversing the Reagan budget cuts in education and substantially upgrading the federal commitment to education. In addition, I believe that the bloated Reagan defense budgets must be scaled back to reality. We must eliminate unnecessary weapons systems such as the MX missile and B1 bomber, reduce waste, and reform defense procurement procedures.

I was one of the first national public figures to call for a mutual and verifiable nuclear freeze. We also need a comprehensive agenda that includes: revising SALT II and resubmitting it to the Senate; recommitting the U.S. to the ABM Treaty; and pursuing agreements with the Soviet Union to reduce the risk of nuclear war.

Other. I endorse the concept of assisting teachers who move from one jurisdiction to another. Some jurisdictions have reciprocity agreements with others, and existing problems would be lessened if more areas did the same. I will work with teachers and public officials at every level of government to bring this about.

We must strengthen federal higher education programs. This will require additional aid to talented students who want to go to college, recommitment to equal opportunities, improved university research centers, and larger investment in civilian research and development.

I propose to: increase the amount of the Pell grant; expand the Guaranteed Student Loan Program; expand campus-based aid programs; and strengthen our commitment to historically black colleges and universities. These initiatives will require a new investment of \$1.5 billion a year.



President
Ronald Reagan

NO RESPONSE

NO RESPONSE

NO RESPONSE

NO RESPONSE

NO RESPONSE

Your NEA

REACHING OUT TO MOMS AND DADS

New NEA Books Help Parents Prepare Kids To Start School

Some children succeed better than others in the primary grades because their parents have known how to turn ordinary, everyday activities, such as setting the table, into learning opportunities. These children enter school already knowing how to observe, remember, and order information in some fashion.

To help all parents effectively ready their children for formalized learning, NEA has developed a series of inexpensive paperbacks called *How To Prepare Your Child for School*. Avon Books, the mass market paperback publisher, released them nationwide in July.

"We think the time is right for the teaching profession to reach out with how-to materials published directly for parents," NEA President Mary Hatwood Futrell explains. "Quality education starts in the home."

The *How To Prepare Your Child* series, aimed at parents of preschool and primary students, has four hallmarks:

- The books are designed for the general public rather than for educators. This is the first time NEA has developed books directly aimed at parents.

- Parents can buy the books at the supermarket or drugstore—not just in bookstores. Indeed with Avon as publisher, the books are available wherever paperbacks are sold.

- The books require parents to interact with their children.

These are not workbooks that children use by themselves. In fact, the activities they present—describing what's happening in a picture, for instance—are often best done when a child sits on a parent's lap.

- The books were prepared by professional educators and reviewed by classroom teachers—which is why they work. Experts in early reading and arithmetic drafted the text for each volume. Then panels of classroom teachers—all of them NEA members—made suggestions, which were incorporated in the final wording.

The *How To Prepare Your Child* series comes in eight 64-page, 8½x11-inch paperback volumes that cost \$1.95 each. Part of the proceeds will go to NEA's National Foundation for the Improvement of Education, to fund local Association quality education projects.

The books are consumable—



used by energetic parents they'll end up in shreds on the floor. That's because each volume contains tiny cards with letters or numbers or symbols—of animals, for example—on them. Parents are urged to cut the cards out and paste them on cardboard. This provides children with "counters" they can use to indicate they've correctly learned a principle—putting the

frogs on the right lily pads, for instance.

The books are sequenced, and teachers of primary students will want to familiarize themselves with the levels reached in each volume so they can advise parents where to start their children.

How To Prepare Your Child for School begins the series. It—

- Introduces the academic

skills of observing, remembering, and ordering.

- Uses charming drawings to demonstrate such skills as putting on coats and boots by oneself.

- Introduces good manners (toy sharing, for example).

- Tells parents how to make a hand puppet out of a paper bag, which they can use to tell the story of a fictional child's ap-

propriate behavior on the first day of school.

After the introductory volume come three sequenced books on reading—*Learning the Alphabet*, *How Letters Make Words*, and *Helping Your Child Read*—and a parallel series on math—*Numbers and Counting*, *Learning To Add*, *Learning To Subtract*, and *Shapes and Patterns*.

"As teachers, we've never had enough time to help parents as much as we'd like," notes Ruth Foster, an Association member from Des Moines, Iowa, who served on the teacher review panels. "All data that I'm aware of show a high correlation between parental involvement and student achievement in school," says Foster. "The NEA Library books provide a service for busy teachers and parents alike."

—Nancy Needham

Bulk Rates Available

Several local Associations have already begun publicizing the *How To Prepare Your Child for School* series in their districts. Some, such as New Jersey's Sayreville Education Association, gave copies stamped with the Association's name to the parents of all incoming kindergarten students this fall.

Locals interested in buying copies at bulk rates for American Education Week or other occasions should contact Gordon Felton in NEA Communications Services at (202) 822-7253.

REACHING OUT TO THE GENERAL PUBLIC

NEA's TV Message Wakes Up America

If you watched an NBC or ABC-TV news program during September, chances are you saw the latest message designed to build public support for strong public schools.

This is the third year NEA has undertaken a major network advertising campaign, capitalizing on the publicity generated by the opening of school.

The theme—a strong America needs strong public schools—is a continuation of last year's. It stresses how public education

pays. The message is designed to wake viewers up to the fact that America's teachers need support to prepare students for success in a rapidly changing world.

To supplement the network time buy, NEA has distributed a related radio spot and several print ads to state Associations for placing on local stations and in major newspapers. Some affiliates are also buying additional television time in key viewing areas in their states.



IBM has been in the 11th grade for 20 years.

When it comes to classroom use of the computer, 1st grade right through 12th, a single terminal or a whole school system, no one's making better grades than IBM.

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There is a wide variety of software for IBM computers. Software that works. To pick one of many examples, Proviso High School District, in Maywood, IL, cut failure rates by 30% with a mathematics program emphasizing drill and practice.

And we can help you keep your system up and running. Maintenance, after all, accounts for a large part of what most school systems spend on computers, and IBM leads the industry in service and support.

Computers help make drill and practice more efficient; they let students work at their own pace; they help teach crucial keyboarding skills; and they ease the drudgery of marking tests and keeping records up to date.

But one of the most important things that IBM has learned in schools is that computers give teachers time to teach.

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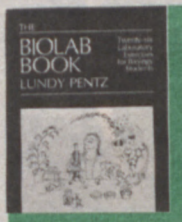
City _____ State _____ Zip _____

Phone _____

RESOURCES

Free or Inexpensive

SCIENCE



The Biolab Book. Lundy Pentz. A lab manual with 26 three-hour exercises, ranging

from dissection of a fetal pig to behavioral experiments with blowflies—all tested on the author's college and evening school students. The text, written in Pentz's own italic hand, is enlivened by his amusing pen-and-ink drawings. 127 pp. \$9.95. Johns Hopkins University Press, Baltimore, MD 21218.

Gypsy Moth Workbook by Dennis R. Hamel. Published with the cooperation of the USDA Forest Service. Describes

25 projects and games to teach preschool through junior high students about the gypsy moth, the insect that stripped the leaves from 12 million acres of American forests in 1981 alone. 80 pp. \$5.95 prepaid, including postage and handling. American Forestry Association, 1319 18th St., N.W., Washington, DC 20036.

KINDERGARTEN

All-Day, Alternate-Day Kindergarten: Making It Work. Patricia Nelson and Sylvia Torstenson. Shows how to adapt materials intended for the traditional half-day, every-day kindergarten to an all-day, alternate-day program. 106 pp. \$10 plus \$1.60 postage and handling. Order from Torstenson-Nelson, Box 318, Hayfield, MN 55940.

DESEGREGATION

Increasing the Effectiveness of In-Service Training for Desegregation: A Synthesis of Current Research. Mark A. Smylie and Willis D. Hawley.

Focuses on enhancing student achievement, improving classroom management and discipline, promoting positive relations among students, and stimulating curriculum innovations. A joint NEA Professional Library/IPD Project. 48 pp. \$4.75. Stock no. 1523-1-OD. NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

VOCATIONAL/CAREER EDUCATION

The Fast Track to the Top Jobs in Engineering. Peter Muller. Describes what engineers in various specialties do and how much they earn for doing it, how to prepare in high school for admission to engineering school, what it takes to earn engineering degrees, how to land the first job—even how to reach the top in various engineering tracks. 128 pp. \$4.95. From bookstores or (with \$1.50 more for postage and handling) from GD/Perigee, Putnam Publishing Group, Sales Dept., 200 Madison Ave., New York, NY 10016.

ART

The Metropolitan Museum of Art Activity Book. Osa Brown. Suggests activities based on color reproductions of items in the Museum's collection. A 17th century garden maze becomes a tracing game; a unicorn tapestry, the subject of a word find game; the Temple of Dendur—in pieces to be cut out—a scale model. 96 pp. Random House. Paperback, \$6.95. From bookstores or order from Random House at (800) 638-6460; in Maryland, (800) 492-0782; in Alaska and Hawaii, call collect (301) 876-2286.

BOOK WEEK, NOVEMBER 14-20

"Get Into Books" is the theme of the posters, friezes, streamers, and bookmarks commissioned by The Children's Book Council to celebrate Book Week 1983. Pictured below is Young Adult frieze, by Sandra Boynton (no. YAF 83, 31½"x8"), \$2.75. For information about ordering multiple copies or Book Week kits, send a self-addressed, stamped envelope to the Children's Book Council, Inc., 67 Irving Place, New York, NY 10003.



Idea Exchange

Neither Handicaps Nor Culture Shock Stop This Mail

It's hard for students to get a feel for what life is like in another country or even another city—especially if they've only lived in one or two places themselves. That's why many teachers have gotten pen pals for their students, encouraging them to correspond with students in other parts of the world.

Marianne Merito, a teacher in the program for students with severe language handicaps at Yorba Junior High School in Orange, California, set up cor-

respondence for her seventh to ninth graders with students in Coarsegold, California, and Putaruru, New Zealand. Since her students live in a densely populated metropolitan area, they find it interesting to correspond with students from these two very small rural towns.

In an effort to help children in the "lower 48" develop an awareness about Alaska and share Alaskan experiences, Juneau teacher Bill Potter set out to find pen pals for his



Marianne Merito

Bill Potter

students. Other Alaska teachers from cities, towns, and isolated hamlets picked up the idea and made their names, addresses, and grade levels available through the Alaska delegation to the 1983 NEA Representative Assembly. Hundreds of teachers from around the country took up the opportunity. Pen pals began corresponding soon after school opened.

An increase in understanding isn't the only benefit of a pen pal exchange. Both Merito and Potter testify that having a pen pal gives all students—handicapped or not—a good reason to learn the proper techniques of letter writing and to sharpen skills in spelling, grammar, and creative thinking. As Merito points out, "Writing phony letters just doesn't interest them."

TV News as Teacher's Helper

One way teachers can make TV a learning tool is to play the TV News Game with their classes. Licensed by Summit Press Syndicate to local TV stations which distribute it free of charge, the game consists of 32 current-events questions sent out to teachers each week. Teachers use the questions any way they want—for example, for spelling bee-type competitions or extra-credit quizzes.

Questions on national and international news come from Summit Press Syndicate; local stations add topics from their own news broadcasts to give the quizzes truly comprehensive coverage. Each set of questions covers the news of the previous

week. Questions are divided into eight categories, such as *People*, *Middle East*, and *Local Scene*. Within each category, the questions range in difficulty (and point value) from 1 to 4.

Participating teachers from fourth grade on up hail the News Game as an important addition to the world studies and government curriculum and report that students at all levels of ability—and parents, too—are getting involved. Students say they're watching TV news more often, and some are watching for the first time.

To find out which stations in your area distribute the TV News Game, contact the Summit Press Syndicate, 5900 N. Port Washington, Road, Suite A148, Milwaukee, WI 53217 (phone 414/332-3900).

TV Tips

NEA recommends the following broadcasts to members, students, and their families in the weeks ahead:

Y.E.S.—PBS, Monday, October 3 through Friday, October 7, 5:30-6 p.m. ET. Repeated the week of October 10-14. Five half-hour dramas deal with youth employment skills. Outreach activities include promotional and educational materials and free on-air taping rights.

Vietnam: A Television History—PBS, Tuesdays, 9-10 p.m. ET, October 4 through December 20. A 13-part series recommended for high school use. Instructional

materials available from WGBH-TV Educational Projects, 125 Western Ave., Boston, MA 02134.

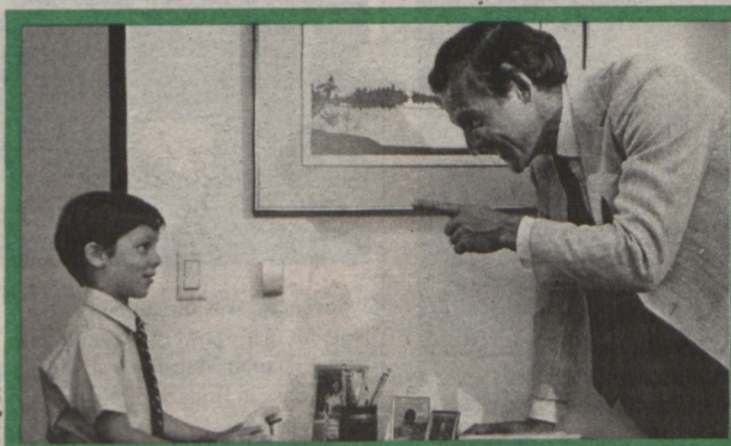
The Hand-Me-Down Kid—ABC-TV, Wednesday, October 5; check local listings for air time. ABC Afternoon Special based on the book of the same name by Francine Pascal. Free study guides available from local ABC affiliates.

Adam—NBC-TV, Monday, October 10, 9-11 p.m. ET. Docudrama based on the actual kidnapping of 9-year-old Adam Walsh from a toy department in Florida. Conclusion of show will feature a two-minute roll call of missing children, with a number to phone. Find the Children, a national nonprofit organization

dedicated to the search for the 1.8 million children reported missing each year in the U.S., is urging drivers to turn on headlights all day on October 10 to

call attention to this national crisis.

Moving Right Along—PBS, Saturdays, October 15 through December 17, 7:30-8 p.m. ET.



Daniel J. Travanti and John Boston star as father and son in "Adam," an NBC-TV docudrama about kidnapping, scheduled to air Monday evening, October 10.

The members of a high school communications club work out adolescent problems and crises with the help of their teacher, played by "Ragtime" star Howard Rollins. Free study guide has been mailed to all UniServ staff.

Just Pals—CBS-TV, Tuesday, October 18, 4:30-5:30 p.m. ET. A sensitive story of two friends who find things change when one of them starts to grow up.

The Woman Who Willed a Miracle—ABC-TV, Wednesday, October 26; check local listings for airtime. Repeat of the hour-long ABC Afternoon Special that won an NEA Advancement of Learning Through Broadcasting award. Study guides available free from local ABC-TV affiliates.

People

"When the pioneers settled the West, things didn't go according to plan," Scottsdale, Arizona, Association member **Bob Kastelic** mused last April. With 11 of his history students at Saguaro High School, plus three teams of horses and one of mules, Kastelic was on the eve of his fourth covered wagon trek into the Arizona desert. "Unless something goes wrong," he said, "the experience won't be authentic."

Not to worry: Trek IV was plenty authentic. Horses broke the tongues of their wagons, or else chewed through their tethers and disappeared into the night. Mules lived up to their stereotypes. The heavens provided rain and hail.



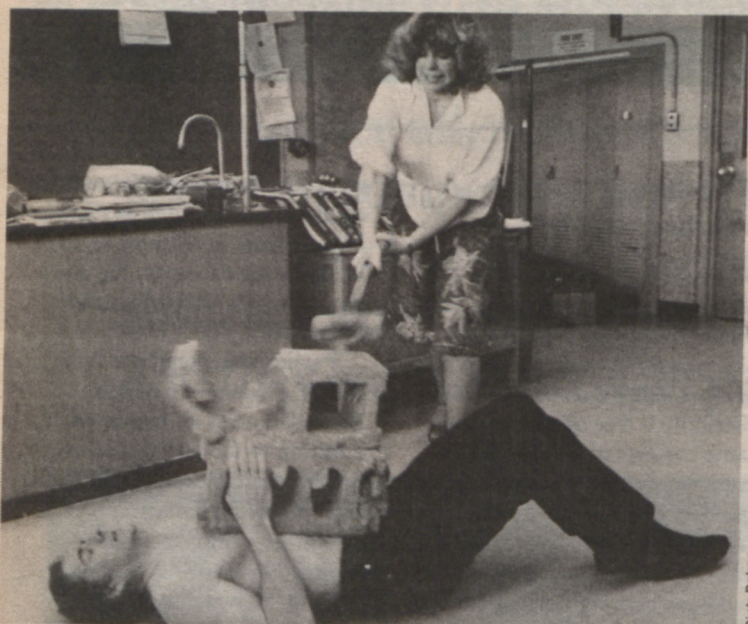
Trek IV fell two days behind in its seven-day schedule. Everybody had to go home by car.

Still, in covering 50 surface miles while dropping 1,000 feet in altitude, the students proved once

again that they could "cut it." Trek V is already a gleam in Kastelic's eye.



Lucy Kastelic



Dick Baker

Violence in Gene Easter's physics classroom just means that his students are learning. Easter, a 17-year veteran teacher at

Streetsboro (Ohio) High School, uses more than 100 violent and dramatic demonstrations each year to make physics come alive.

One of his favorite experiments is to have a student swing a sledgehammer at him while he lies on the classroom floor with two cement blocks on his chest. His students calculate that the blocks will absorb enough of the pressure to prevent injury to him. So far, they've been correct.

Another memorable experiment in Easter's repertoire has him dipping his hand into water and then into molten lead (the lead is so hot it instantly turns the water into steam, which keeps the lead from touching the surface of his skin). One of his other crowd-pleasers finds him standing barefoot on a pile of broken glass (the large number of glass pieces lowers the pressure and keeps his feet from being cut). "None of my experiments are original," Easter says. "The ideas come from professional journals and graduate courses."



Roanoke Times & World-News

Lazelle Hopkins retired last June after teaching for 41 years without taking a single day of sick leave—a new record for teachers in Virginia's Roanoke County.

"I guess God blessed me with good health," says Hopkins, who taught English and headed the English department at Andrew Lewis Junior High in Salem. "I always ate well and got plenty of rest," she adds.

Hopkins had a reputation for demanding excellence in her classroom—every single day. Her retirement gifts included jewelry, flowers, cakes, lifetime membership in the school's PTA, a certificate of perfect attendance from the Roanoke County school system—and a tee shirt that had belonged to one of her students.

The shirt read, "I survived Mrs. Hopkins' class."

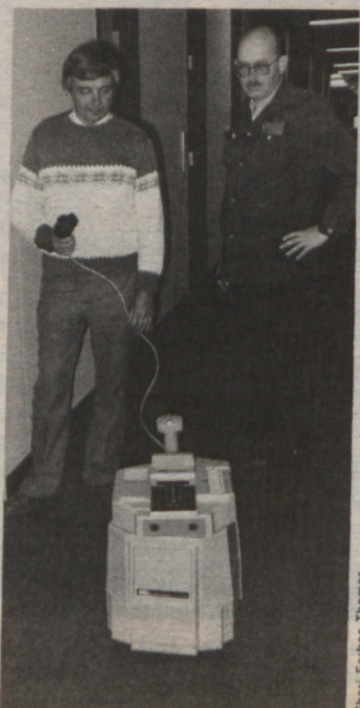
A lot of teachers are heroes, but Hero I, which teaches at Mt. Hood Community College in Gresham, Oregon, is a little different. Hero is about 20 inches tall, and its full name is Heath Educational Robot I.

Properly speaking, of course, Hero isn't a teacher but a teaching aid, say Mt. Hood instructors **Terry Schulz** and **John Greenaway**. The two Oregon Education Association/NEA members are among Hero's first "students."

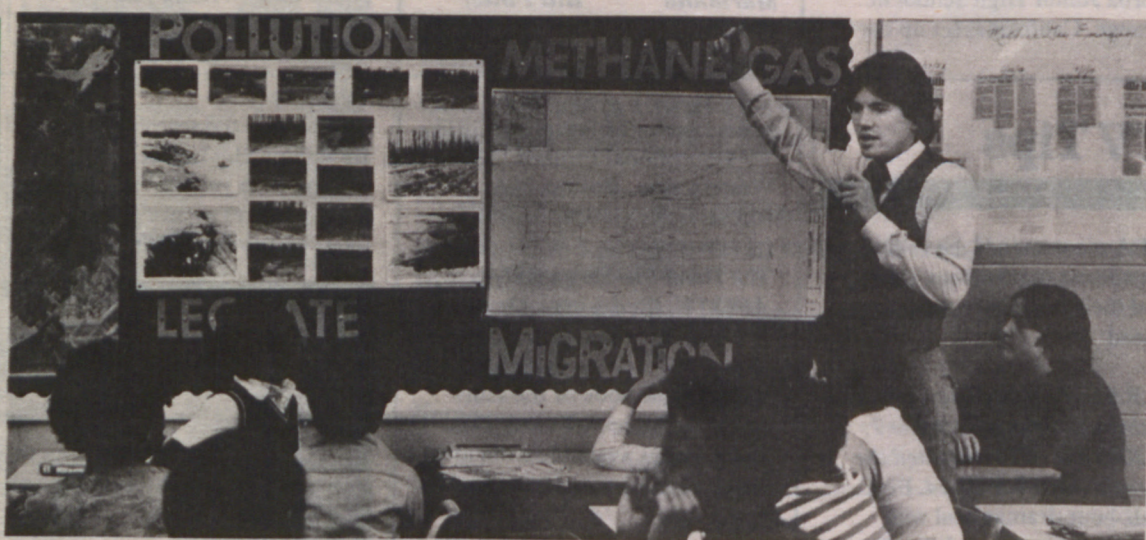
Hero's assignment is to teach both instructors and students to dismantle and reassemble their "teacher" and to program the computer that directs it. Hero can lift small objects, turn its head in almost a full circle, "see" light and heat, and stroll around on three wheels, as it does here with John Greenaway.

Hero is also scheduled for a lecture tour of area schools—oh, yes, Hero speaks English, too. In fact, one of Hero's relatives ("Robot Redford") gave the

1983 commencement address at Maryland's Anne Arundel Community College.



Shari Forbes Thomas



Dominick J. Ribbeck, Jr.

"Garbage" was the unlikely topic for many powerful lessons last spring in **John Mansika's** sixth grade class in Bridgeton, New Jersey.

As founder of Residents Organized to Protect the Environment (ROPE), Mansika helped organize a petition drive asking the

nearby city of Millville to clean up a potentially dangerous landfill.

The "open dump" became the springboard for science lessons on environmental health hazards and civics lessons on how citizens can band together to protect their interests.

When the landfill was nearly

full, city officials began to think of expanding it. ROPE was instrumental in the city's eventual decision to close it down instead.

Mansika hopes his students have learned that "writing letters and going to meetings are more productive than apathy or violence."

Next time you see a Texas Longhorns game on TV, notice the man on the sidelines who gives out extra shoulder pads and shoes. He's Austin Association of Teachers/TSTA member **Juan Conde**.

During football season, Conde leads two lives. During the day he's a language arts teacher at Martin Junior High School in Austin. After 3 p.m. he becomes assistant equipment manager for the University of Texas football team.

Conde has been handling Longhorn equipment since 1958, when he was a UT undergraduate who needed a job and wanted to work with legendary coach Darrell Royal. Now Conde has so



Rick Henson

many friends among former players that Martin Junior High is one of the few schools in the country where students who earn awards may receive them from the likes of such NFL stalwarts as Roosevelt Leaks or Earl Campbell.



Joe Di Dio

For Bob Carson, it was "Philadelphia or bust" this summer as he pedaled his way to the NEA Representative Assembly from his home in Towson, Maryland.

His \$2,000 recumbent bicycle's low profile reduces wind resistance, making it "more efficient, faster, and more comfortable" than a regular bike, Carson says. Although he can get

up to about 30 miles an hour, he averaged 15 miles an hour on the 220-mile round trip.

Upon returning from the RA, Carson promptly set out on another bike trek—this time across the country to Washington State and Oregon.

When he's not pedaling, Carson teaches phys ed at Pinewood Elementary in Baltimore County.



Steve Blison

The Savannah Evening Press calls Georgia Association of Educators member **Charles Brannen** "the living, breathing essence of the sports scavenger."

Brannen, a world history teacher at Savannah's Tompkins High, says he decided in 1962 that accomplishments such as basketball great Wilt Chamber-

lain's 100-points-in-a-game should be preserved for memory. "I started keeping a scrapbook," Brannen explains.

Since then, he's researched newspapers and magazines for anything of value about sports and compiled 18 scrapbooks that contain an inexhaustible store of sports information and lore.

Sharing his memory books with his students has helped them appreciate the value of maintaining organized files of data. "I think that by looking at events of the past, students will become better individuals when they begin to take charge of their own lives," Brannen says.

"I can't stress enough the importance of teachers' being active members of the Arkansas Education Association," former Augusta teacher **Lou Hall** told delegates to AEA's Representative Assembly last spring.

Hall, who was a Title I reading teacher, blew the whistle on her school district in 1979 for flagrant misuse of federal funds. The state department of education investigated and ordered the district to pay back over \$130,000.

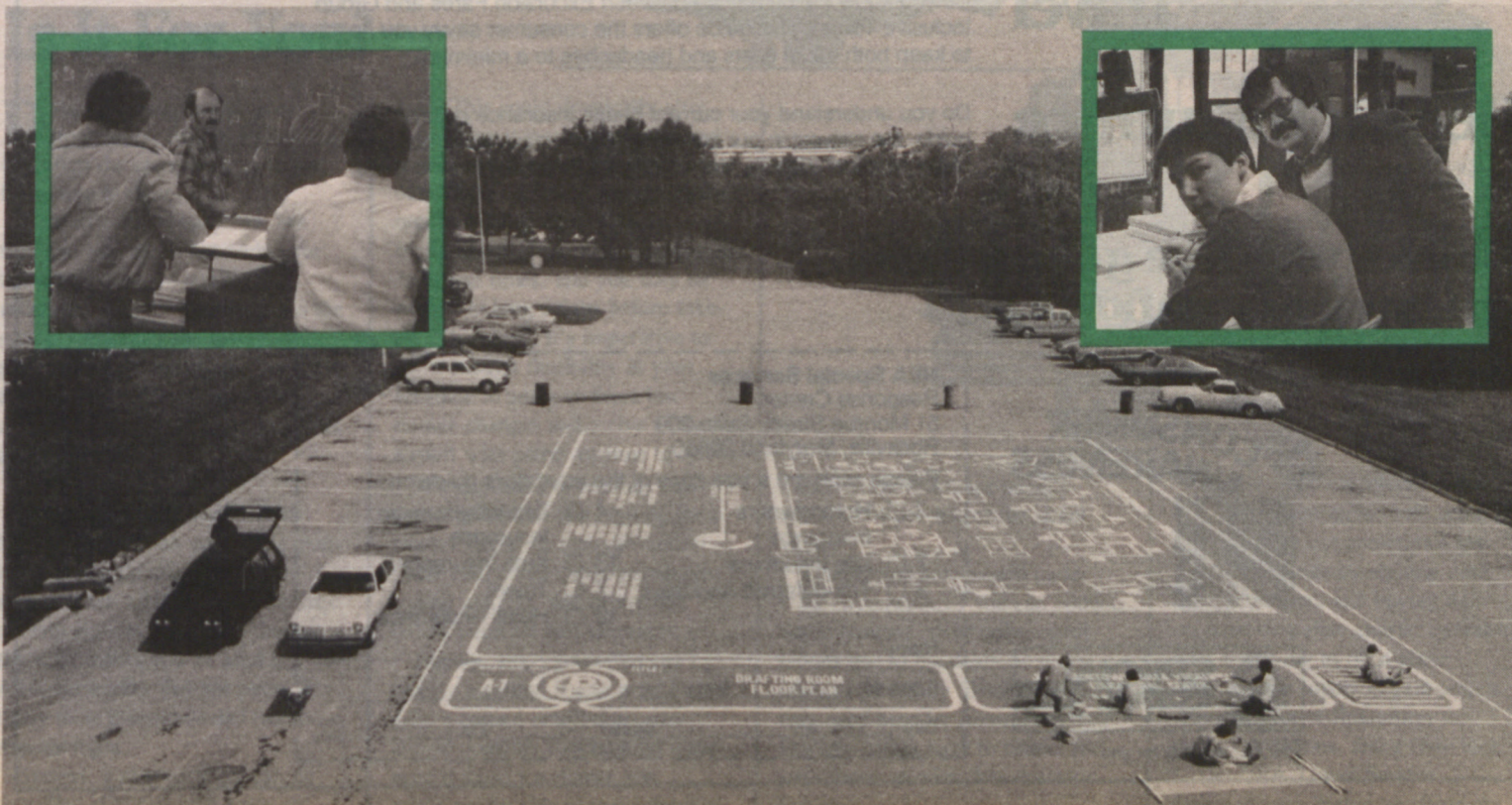
When her contract wasn't renewed for the 1979-80 school year, Hall and AEA sued the

school system for violating her First Amendment right to freedom of speech.

Hall, who didn't seek reinstatement, has now been vindicated. In August, a U.S. district judge levied \$17,500 in compensatory damages against the former superintendent and the school board and \$5,000 in punitive damages against the superintendent. "The record amply demonstrates the superintendent's bad motives and intent as well as the callous and reckless disregard for Mrs. Hall's constitutional rights," the judge said.



Arkansas Education Association



Ten architectural and mechanical drafting students at Kentucky's Jeffersontown Area Vocational Education Center have produced what they claim is the world's largest architectural drawing.

Done in white latex paint on the Center's parking lot, the drawing is a full-scale (88' x 68') representation of their classroom.

The students normally do drawings to scale, explain teachers **Dave Holloway** (inset, left) and **Charles Pierce** (right). But it's sometimes difficult for them to visualize a full-size room. So this time, after drawing their classroom to scale, the students produced the full-size version.

"It helped them to more fully understand scale and appreciate it in a more realistic way," Pierce explains.

The drawing took the class 20 days (450 student hours) to produce. It was formally unveiled at a ribbon-cutting ceremony that attracted local and state officials.



Guides to Better Understanding

The expression "Consumer Beware!" means more today than ever before. Because today there are so many products and services competing for attention that it's almost impossible to make an informed consumer decision.

Your Association can help take the confusion out of consumer decisions with our series of consumer

guides. Available on a wide range of topics, the guides are yours *free* for the asking, and have just been revised to include up-to-the-minute information. So, read our consumer guides and change "Consumer Beware" to "Consumer Aware." And when the time comes to make a purchase, there's a good chance you'll save some money in the bargain!

Homeowners Insurance

Do you know the difference between HO-1 and HO-3 coverage? Learn what to look for in a policy and how much coverage you really need.

Life Insurance

Which is better for you—whole life or decreasing term? Find out which type and what amount of coverage you need to protect your family's life-style.

Tax-Deferred Annuities

How do TDA's save you money today? This completely revised guide explains everything you need to know about this valuable investment opportunity. There's also a special supplement that provides guidelines for evaluating individual TDA products.

Disability Income Insurance

Do you know the legal definition of disability? It could mean all the difference to your family's standard of living. Learn how you and your family can be financially secure in the face of a crippling disability.

Auto Insurance

Do you really understand No-Fault Coverage? This guide explains all the facts and intricacies of this highly complex insurance.

Travel

Do you know the difference between Excursion Fares and Group Inclusive Tours? This guide offers the consumer savvy you need to keep both travel costs and headaches to a minimum.

Health Insurance

Do you understand your current health insurance policy? This guide, the newest in our series, explains basic health coverage, Major Medical, HMO's, Individual Health Insurance and more.

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PERSONALLY SPEAKING

MONEY

Paring Down Your Phone Bill

Once upon a time, Americans did all their telephone business with "The Phone Company." Not any more! Recent legal decisions have broken up Ma Bell's longstanding monopoly and created a whole new marketplace of phone products and services.

It's now possible to "reach out and touch someone" on a phone that you—rather than the phone company—own, because purchasing and installing your own or simply buying your existing phones has become legal.

Whether you can save money by owning your phone depends on whether your state's public utilities or public service commission has authorized your local phone company to reduce your bill by deducting your rental fee.

In most states, the savings range from 50 cents to three dollars per month per phone—and it pays to shop around. New York Telephone, for example, recently offered to sell a rental rotary phone for \$45, compared to the \$39.95 price tag for a brand new one at Radio Shack and the phone center stores of American Bell.

Of course, if a phone you own should break, you'll be responsible for getting it fixed; but telephones have a reasonably long life-span of reliable service.

What should you look for when buying a phone? Make sure it has an "FCC registration num-

ber" indicating that the equipment conforms to Federal Communications Commission technical standards. Also check to see that the phone uses the same type of jack you have in your house—or else purchase the proper adapter. Sometimes free adapters are available from your phone company.

When you own your own equipment, do *not* automatically call the phone company when you have trouble with your service until you're absolutely sure the problem is not in your purchased equipment. If the repairer finds your home is the culprit, you'll get a stiff bill from the phone company for the visit.

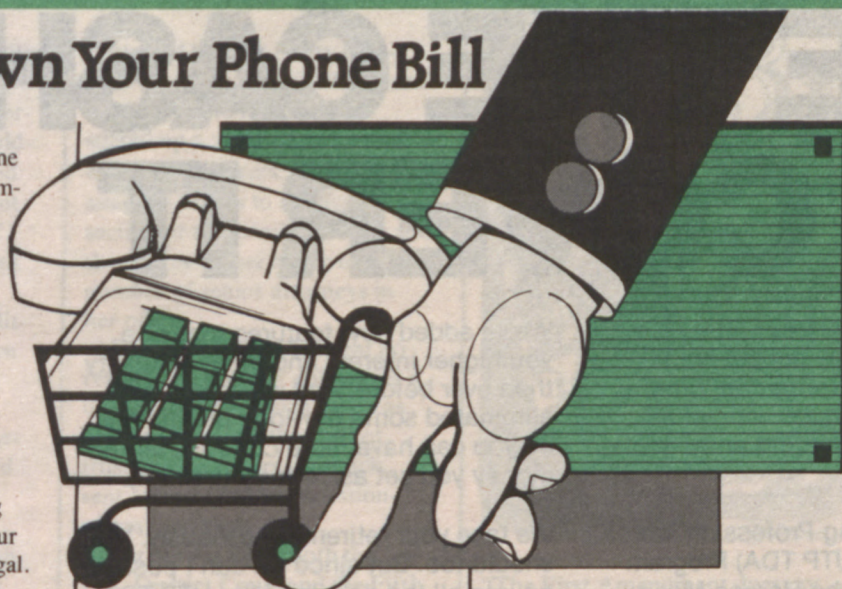
Another new development that means potential savings for consumers is the rapid growth of long distance lines called "specialized common carriers." Right

now there are five—ITT, MCI, SBS Skyline, SP Communications, and Western Union—with more on the way. There's also a new class of more than 120 competitors called "resellers" who lease and resell long distance lines.

Could you save money by using one of these services? The answer is *maybe*. Since most of them have monthly service fees, minimum monthly bills, or both, you have to do a fair amount of long distance calling before you start saving.

Need more detailed advice? You might want to read *Reverse the Charges*, the Telecommunications Research and Action Center's newly updated consumer guidebook. It's available from TRAC, P.O. Box 12038, Washington, DC 20005 for \$2.95 (plus \$1.25 for postage and handling)

—NEA Special Services



HEALTH

Flu Shots: Worth the Risk?

Don't look now, but here comes the flu season! The flu (short for *influenza*) is a family of viral infections that thrive in the crowded indoor conditions of winter. Some strains carry the potential for serious complications and often prove fatal among the elderly. But even a mild case of flu can be a very unpleasant experience—just ask any recent flu victim!

You don't *have* to take the flu lying down. Preventive vaccines are available that are about 80 percent effective. The National Foundation for Infectious Diseases says flu-related fatalities in the U.S. could be reduced by at least half if the vaccines were more widely used. Yet not everyone involved in health care is so enthusiastic.

So should you get a flu shot before winter sets in? The answer is a solid "it depends."

For certain categories of people, flu shots are not just a wise idea, they're almost a necessity. These categories include anyone over age 65; any heavy smoker; anyone with anemia, diabetes, or heart, lung, or kidney disease; and anyone with a weakened immune system.

Women in the second and third trimesters of pregnancy are also likely candidates for vaccination but should check with their doctors first. Flu shots are generally *not* given to people who have

serious allergies to eggs.

Like any other medical procedure, flu shots are not entirely risk-free. A rare complication called Guillain-Barré Syndrome, which produces varying degrees of paralysis and sometimes death, received much media attention during the 1976 swine flu fiasco. Although studies show that adverse reactions any more severe than a sore arm or a slight fever are very uncommon among adults, some doctors are hesitant to recommend flu vaccinations for healthy adults except during known epidemics.

Others disagree, arguing that the dangers of adverse side effects are exaggerated and that the potential saving of lives makes the risk worthwhile. So, as with any other medical question, you should discuss the subject of flu shots with your doctor first.

If you're considering being immunized against the flu this winter, remember that a flu shot becomes effective about two weeks after the injection. It won't be any help if the flu symptoms have already appeared.

Remember too that immunization against known strains of flu virus doesn't protect you against the new strains that crop up regularly. So even if you get your vaccination, keep the hot water bottle and plenty of aspirin around—just in case.

—NEA Special Services

LEISURE

Charter Travel: Is It For You?

Despite the current airline price wars, charter flights are still often the cheapest way to get from here to there.

Charters can be bargains, but they can also mean headaches for the unprepared. In quality and reliability, charter operators run the gamut. Generally the lower the price, the more questions you need to ask—and the more inconvenience you may have to put up with along the way.

The first adjustment you'll have to make when you take a charter is giving up some flexibility and comfort. Charters run less frequently and may not offer the in-flight amenities you're used to. Also, remember that the plane is likely to be more crowded than on a regular flight.

Second, a charter flight can be cancelled if not enough seats are

sold. This could drastically alter your plans at the last moment and leave you searching for flights out of other cities or paying higher regular airline fares. Charter flights sometimes change departure dates and times, and you may be subject to long delays before take-off. Therefore, it's imperative to leave enough flexibility in your schedule to adapt to these last-minute changes and arrive at the airport with plenty of time to spare.

It's important to read all the fine print before you sign up for a charter flight, so that you understand your cancellation privileges, refund policies, and protection (if any) against fare increases.

Finally, since you often can't receive a refund if you must cancel after a certain cutoff date, you should consider cancellation insurance if there's a chance you might not be able to make the trip.

Cancellation insurance usually costs 3 to 4 percent of the ticket value.

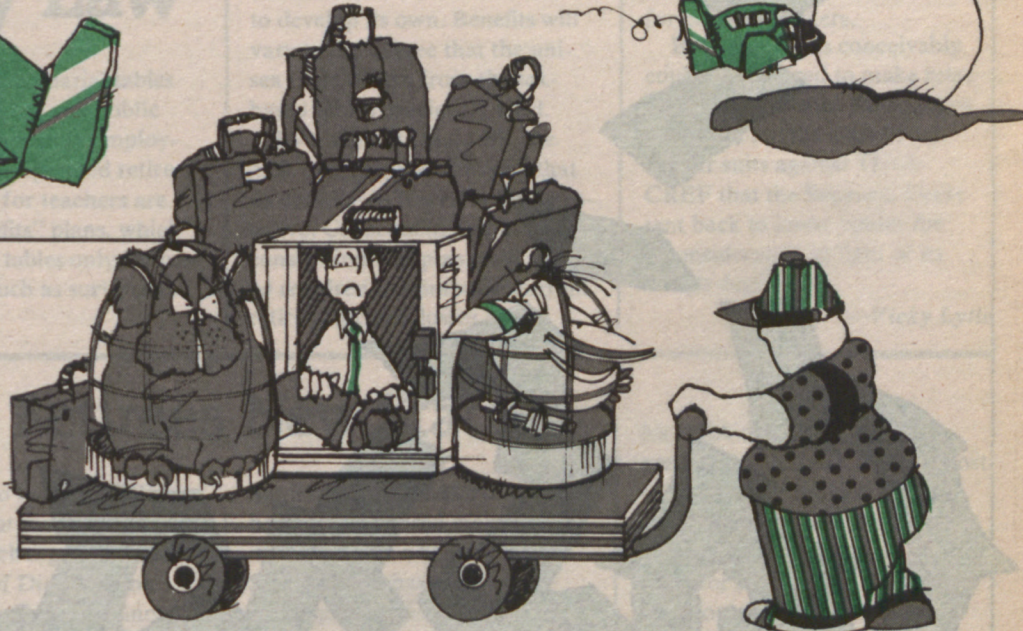
Understand beforehand under what circumstances you can collect. Some policies cover only cancellations due to the death or serious illness of a family member. You may need broader coverage if you fear you might have to cancel for job-related or other less dramatic reasons.

Resourceful travelers who don't mind putting up with some inconveniences can sometimes get extra-good deals by waiting until the last moment and buying tickets from desperate charter operators who are trying to fill a plane. Getting such super-bargain tickets requires a lot of flexibility, the right connections, and a little luck.

The NEA Travel Service makes charter flights available out

of many major cities—both air-only tickets and as a part of package tours. All the charter operators who work with NEA are required to maintain an escrow account that guarantees a prompt refund should your flight be cancelled. For more information, write to the NEA Special Services Response Center, 51 Monroe Street, Suite 200, Rockville, MD 20850.

—NEA Special Services



HAVE THE CASH TO COVER IT

Everyone retires sooner or later. The problem is that many people aren't financially prepared when the time comes. Now you *can* be with your Association's tax-deferred annuity program.

The United Teaching Profession Tax-Deferred Annuity (UTP TDA) Program was developed by the Horace Mann Life Insurance Company and your Association to help you accumulate as much cash as possible for your retirement. Taxes on the entire amount you invest, and on all the interest it earns, are deferred until the money is withdrawn. Ideally, this is at retirement when income is usually less and generally subject to lower tax rates.



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in Connecticut, Hawaii,
New Jersey and New York.

THE UTP TAX-DEFERRED ANNUITY PROGRAM

We've added new features that give you higher interest and more flexibility than ever before. And we've actually eliminated some previous restrictions so you can have more control over the money you set aside for retirement.

We take your retirement seriously. You should too. But since we can't possibly go into all the details of the UTP TDA Program here, send in the coupon and get the facts about how the UTP Tax-Deferred Annuity can help you retire with the money to make your dreams come true. Remember: without money, retirement dreams are just that. Dreams.

NEA Special Services
Response Center

T10-83

51 Monroe Street, Suite 200
Rockville, Maryland 20850

- ☐ Please send me detailed information about the UTP TDA
- ☐ Please send my Association's free consumer guide on tax-deferred annuities
- ☐ Please have a Horace Mann representative contact me

Name: _____

Address: _____

City: _____

State: _____

Zip: _____

Telephone: () _____

23

RETIREMENT

YOU AND THE LAW

When To Whisper

Law is supple: it sways with the winds of social and political change. This generalization holds even for our oldest and most firmly entrenched laws like the First Amendment to the Constitution. And so if you're among those unshielded by tenure, you may find that your free speech rights are a little shakier now than they were last year.

The reason? The Supreme Court's recent decision in *Connick v. Myers*. The latest word from the robed authorities is that the First Amendment doesn't necessarily protect public employees' comments that arise from personal pique. So if you want to dissent on "matters of public interest" (e.g., graduation requirements), go to it. Fight the good fight. The more the issue is of genuine public concern, the thicker your blanket of constitutional protection will be.

If, on the other hand, you get tempted to call your principal a dolt (or worse), talk to your spouse, a shrink, a member of the clergy, or your dog. Do *not* make the announcement in the faculty lounge.

Connick v. Myers significantly limits the manner in which public employees may protest their employer's decisions. The case arose when New Orleans

District Attorney Harry Connick fired attorney Sheila Myers on the ground that she had stirred up a "mini-insurrection" among co-workers. Connick had assigned Myers to a different section of the criminal court, and she expressed her anger to a number of senior attorneys in her office.

When Myers' ire brought no results, she sent her colleagues a questionnaire on such issues as office morale and the level of trust in supervisors. Connick sent Myers (and her questionnaires) packing.

But not for long. Both the U.S. District Court and the Fifth U.S. Circuit Court of Appeals held that Myers' termination was a clear violation of her right to free speech. The circulation of the questionnaire was protected, said the courts, by the First Amendment.

Only after these two lower courts acted did Myers find out how fickle the law can be: the High Court overruled both of the earlier decisions. The justices, voting 5-4, upheld the firing. They maintained that the dismissal of a public employee who protests internal policy in a manner that disrupts office harmony, undermines authority, and damages worker collegiality does not offend the Constitution. Justice White biting explained the majority opinion:



"The First Amendment does not require a public office to be run as a roundtable for employee complaints." Exit Ms. Myers.

What are the implications of this decision? One hint may come in an article that appeared recently in *The Executive Educator*, the magazine of the National School Boards Association. David A. Splitt, an authority on school law, tells school executives to "take heart." And he says that the courts will now be less likely to overturn a procedurally correct dismissal of an employee because some lawyer argues that the dismissal was based on "constitutionally 'sacred' statements." That sounds ominous—until you see that Splitt missed the fact that the

High Court was splitting hairs.

The *Connick* ruling does not nullify but merely clarifies the Supreme Court's landmark 1968 decision in *Pickering v. Board of Education*. *Pickering* has been instrumental in shaping modern legal thought and protecting school employees. Numerous subsequent decisions—all favorable to the free speech rights of school workers—have rested on it. The Supreme Court, in seeking to balance "the interests of the employee as a citizen" with

"the interest of the State as an employer," has regularly placed its weight on the side of employee rights. This time, the judicial seesaw tipped the other way.

Maybe school execs should "take heart" from *Connick*. But if so, they should also take heed: the case is not likely to become a landmark decision. It is more likely to come to be viewed as an anomaly. In time it may even be shuffled to the hinterland of First Amendment debates. And Justice Brennan's dissenting view—that the High Five's majority ruling "impermissibly narrows the class of subjects on which public employees may speak without fear of retaliatory dismissal"—may prevail. Let's hope so.

—Carl Luty

YOU AND YOUR RETIREMENT

Sex-Based Plans Banned by Law

Working women won a significant victory this summer when the Supreme Court banned employer-operated retirement and pension plans from paying lower monthly benefits to women than to their male counterparts who have contributed equally and retired at the same age.

The practice declared illegal by the Court's decision in *Arizona v. Norris* results from the use of sex-based actuarial tables showing that women tend to live longer than men. Because of these differences in average life expectancy, many insurance companies and pension plan operators have argued that a retired woman should collect less per month, so her total lifetime benefits would equal those of a man who contributed the same amount to the plan.

The Court's decision upheld a lower court ruling that struck down Arizona's deferred compensation plan for state employees as violating Title VII of the 1964 Civil Rights Act. The

ruling affects only employer-sponsored plans.

Most directly affected by the *Norris* decision will be "defined contribution" plans like the 450,000-member Teachers Insurance and Annuity Association College Retirement Equities Fund (TIAA-CREF), which

uses sex-based actuarial tables for private school and public college and university employees. Most state-operated retirement systems for teachers are "defined benefits" plans, which use sex-based tables only for certain options such as survivors benefits.

Since there is no single unisex actuarial table, each state is free to develop its own. Benefits will vary to the degree that the unisex table differs from the sex-based tables previously used.

By a separate majority, the high court also determined that its decision in *Norris* is not retroactive. Consequently, the Arizona retirement plans will not be required to reimburse current retirees for past losses due to

discrimination—or to go back and readjust past contributions for current workers.

But other plans conceivably could be required to make retroactive adjustments. Retroactive payments are the issue in two similar suits against TIAA-CREF that the Supreme Court sent back to lower courts for reconsideration in light of its *Norris* decision.

—Vicky Lytle

Bylaw Change Gives Retirees New Status

Delegates to the 1983 NEA Representative Assembly in Philadelphia adopted an amendment to the NEA bylaws that establishes NEA-Retired (NEA-R) as a new affiliate of the Association and redefines the Retired membership class and the rights of retired members.

The bylaw amendment opens Retired membership in the Association to any retired employee of a school district, college, university, or other institution devoted primarily to education work. Previously, NEA Retired membership had been restricted

to retirees who had been NEA members for at least a year.

The bylaw change gives the NEA Board of Directors the authority to establish the annual dues and determine benefits and services for Retired members. For 1983-84, the Board has directed that the annual dues of Retired members shall be \$2 for those who retired prior to September 1, 1973, and \$5 for those who retired after that date. Enrollment in the Retired membership-for-life program shall be \$50, \$75, or \$100, depending on the length of time the mem-

ber has been retired. NEA members not yet retired may enroll in NEA-R for a lifetime fee of \$100 but will have no governance rights until they retire.

Under the new provisions, Retired members have the right to vote, to hold elective and appointive positions in NEA, and to be counted toward representation entitlement for the Board of Directors and the Representative Assembly (RA) as provided in the NEA constitution and bylaws.

A retired delegate to the RA has, in addition, the right to vote

for NEA officers and for the president of NEA-R—a new post to be filled for the first time at the 1984 RA. The amendment adopted in Philadelphia also provides for a change in the basis for allocating RA delegate credentials for Retired members. In the future, state affiliates will be entitled to one retired delegate for their first 500 retired members and an additional delegate for each 1,000 retired members after that. Previously, the allocation was based on the ratio of 1:1,000 retired members within the state.

—Vicky Lytle

Letters



How About Treatment?

I found "Getting High in High School" (June) interesting and informative. However, while the article covers many aspects of problem drinking and drug abuse among teenagers, it fails to deal conclusively with treatment.

It indicates that students with problems will be assigned to groups of students with similar problems. But what then happens? Are these informal rap sessions? Do Student Assistance Program members run these groups? How do these groups operate and what do they do?

Certainly, this information would have added more to an instructive and well written article.

Ed Osborne
New York, New York

A Bond of Trust

Many of my students use drugs—mostly "grass," but some "coke," too. Some show me their drugs; others talk to me when they're stoned. They trust me. They know I'm not going to tell on them.

Reporting a kid might stop him from using drugs for a day (perhaps), but it's not going to get him off drugs. Squealing will only break that important bond of trust between us.

Many of us teachers don't realize that we teach more by our actions than by our words. We teach by our very presence—how we look, how we dress, how we relate to others. I don't just talk about the importance of keeping healthy; I try to set an example. My students see me exercise and play roundball in the gym every day. They see that I don't drink 10 cups of coffee a day, or even one. They see me decline offers to share joints with them.

Most of my students are not heavily involved with drugs and just need honest, friendly advice and discussion. Some, however, need professional counseling. At that point I step aside and recommend others who can help them.

David Lazerson
Buffalo, New York

'Disappointed'

I was deeply disappointed with Don Cameron's response, in your June issue, to the question about NEA's involvement in the nuclear arms race. We have a reason to be involved—far greater than "the children ... are curious about their nation's future."

The nuclear arms race is a bread-and-butter issue. How can we ever ex-

pect adequate support and funding for education and other human rights issues when so much energy and money are tied up in national security struggles?

Power and threats are an ineffective and expensive method of getting our national needs met. A reassessment of national problem-solving techniques is an absolute necessity!

Mary G. Willhite
Spring, Texas

'Disgruntled Member'

Nowhere in your last issue was there any mention of clerical employees. Yet there were numerous references to summer vacations.

Do you realize that we district personnel are here all summer, in non-air-conditioned school buildings, ordering your books and supplies, making sure your class lists are ready, making arrangements for students requiring transportation, etc.? While we are performing these duties, the teachers are traveling all over Europe and earning credits in order to ascend the salary scale.

This is one disgruntled union member that would like to see at least one little column dedicated to us.

Hermine Lindauer
Great Neck, New York

Videogame Content

Videogame defender Jerome McGovern in your June "Debate" says these games are educational because they "train people to receive and to respond to information." Any information? Is it possible he had so much fun shooting down spaceships that he neglected to evaluate the content of the games?

[McGovern suggests] that those who are critical of videogames are not too different from the people who were against the invention of writing or the printing press. But it is the message, not the medium, which is being subjected to criticism. It should be possible to sound a warning and to campaign against the violence of the software without being incorrectly faulted for opposing the medium of computer games.

Students in computer sciences should be encouraged to develop videogame software incorporating creative, nonviolent themes. Then, with good public relations work and an organized consumer boycott of arcade games, the present games of violence

and destruction could be replaced by games of skill and cooperation and competition within a framework of values we would like young people to emulate.

Sylvia Orans
New York, New York

'Woe Is Me'

The NEA continues to support the international consumer boycott of Nestle products. I find myself ensconced on the horns of a dilemma because as a professional and member I want to support the NEA in issues that affect the babies of the less fortunate countries. At the same time my church informs me that they are no longer supporting the boycott, because Nestle has taken steps to correct this problem.

NEA urges me to continue boycotting Red Coach lettuce to bring pressure on Bruce Church, Inc., to bargain in good faith with the United Farm Workers. But I have many Christian brothers who are growers of farm products, and they encourage me not to support the UFW because of the union's underhanded tactics to gain control of the farm workers. Woe is me, woe is me.

And one more dilemma: my Lord tells me to love and help all my fellow man, but my government tells me not to trust nor support the Communists.

Maybe one of you readers might have a suggestion to overcome my concerns.

Harold C. Gluth
Visalia, California

Ready for High Tech

Those of us who have received training through the National Writing Project have come a long way as teachers of writing. We have coached students through prewriting activities, we have exposed them to the sounds of their own voices, and we have learned to delay our comments regarding spelling and capitalization and punctuation until students elected to move their writings from process to product.

Yet, with all of this, we and our students have discovered that the physical acts of revision are tedious and tend to diminish the pleasure that should come from discovering new and better visions. We are READY FOR WORD PROCESSING.

We know in our hearts that good times are just around the corner, that we and our students will soon enter a

joyful world of revision, a world in which friendly, understanding, obedient, magnificent machines—without grumbling or sulking—follow our terse commands to "change that word," "correct that spelling," "move that sentence," "delete those redundancies," and finally "print that baby."

We know that we can't teach what we can't do. Therefore, we are announcing to those in decision-making roles in our schools that we want and expect to have these magic machines in our composition laboratories.

Home economics teachers are not expected to teach without stoves and refrigerators and sewing machines; industrial arts teachers, driver education teachers, and athletic trainers are not expected to build student skills without their machines. We claim equal rights for English teachers.

Mildred Gamble
Longmont, Colorado

Draft Registration

A strong opinion: I feel the Administration is justified in not granting aid to those [male college] students who will not register at 18 years of age. NEA is not reflecting my opinion on the matter if it lobbies to the contrary.

I feel that people should be willing to do this small thing for our country.

Russell Plasha
Reading, Pennsylvania

NEA vs. AFT

I recently became an NEA member, when the California Faculty Association became the bargaining agent for the California State University system. I have retained my membership in the American Federation of Teachers as well.

I am really pleased with what appears to be NEA's firm commitment to affirmative action, disarmament, and support of human rights in El Salvador. Your publication certainly reflects my own commitments and beliefs more accurately than does the AFT publication, as witnessed by AFT's recent anti-feminist articles and its attacks on the Council on Interracial Books for Children.

I hope that NEA will continue to reflect the progressive values espoused by your leadership.

Shera Berger Gluck
Topanga, California

'Private Luxuries'

As W.B. Tucker so logically pointed out ("Letters," May), our failure to provide tuition tax credits has caused our children's morality to go to the dogs. It is time that we all rallied to help the unfortunate in our society who are having to pay their own money for their private luxuries.

Here's a list of other tax credits that we should support:

- Tax credits for private aircraft, since aviators are "paying double" for highways they don't even use.
- Tax credits for the alcohol bills of those who don't utilize the public water works.
- Tax credits for private athletic club fees, since members don't use the public parks and recreation facilities.
- Tax credits for home arsenals, since the well-armed homeowner doesn't need public police protection.
- Tax credits for fire extinguishers, trash compactors, playground equipment, motor vehicles, backyard tennis courts, swimming pools, and any other private luxury which duplicates a public service.

Thomas C. Peters
Banning, California

UFFI Cleanup Needed

In 1977 I had my home insulated to save on energy and heating bills. Now I find that urea formaldehyde foam insulation (UFFI) was installed and there are health hazards with that type of material. We cannot sell the house because of the insulation. Removing it will cost from \$5,000 to \$11,000.

This UFFI was banned in Europe and Canada, but the U.S. allowed its use. I believe that if I could get enough people to write to their state and federal legislators, we could get some type of help financially—perhaps from the federal government's toxic waste cleanup fund.

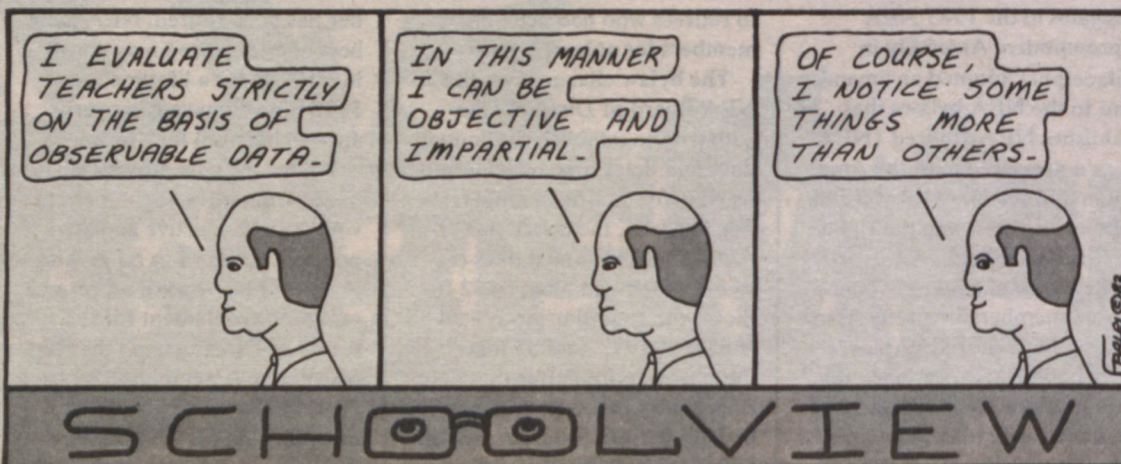
We would like teachers in other states to form CERTS (Citizens Engaged in Removal of Toxic Substances) groups like ours here in Michigan. People must be informed of the dangers of UFFI, since many schools as well as homes are insulated with this material.

Joseph Mracna
Westland, Michigan

Etiquette, Anyone?

I'm looking for books, aids, AV materials, etc. on manners or etiquette suitable for students of junior high age. If any of you readers have information concerning these products, please write to me. It is unfortunate that this subject is not taught in the home as it should be.

Carolyn Kelley
RR 3, Box 163
Martinsville, IL 62442



What's your opinion? NEA members are cordially invited to use this page to exchange ideas with their colleagues around the nation. We reserve the right to edit letters for length. Address correspondence to "Letters," NEA Today, 1201 Sixteenth Street, N.W., Washington, DC 20036.

Debate

YES

Has the mandatory age for starting school outlived its usefulness?

NO

If you begin each school year with first graders as I do, you probably face a roomful of noisy, apprehensive children. They're in school because they were born before a certain magic date. If they are five years old, they can enter school; if they are six, they *must*.

My experiences shatter the belief that every child should begin formal learning at a specific age. Take a look at some differences I've noted in just a few children:

- Mary would rather read than paint and is already asking when the class will go to the library.
- Kurt almost always begins a task with "I can't do this"—even though he can.
- Amy is slow in getting her work out—but is always the first to take out play things.
- Jodie has a temper tantrum when something doesn't work on the first try.
- Sarah whispers when she's called on, while Sam talks and interrupts constantly.

Children don't begin crawling, teething or talking at the same age, and they aren't going to learn to read, compute, or socialize at the same age either.

A child's readiness for school doesn't occur automatically. It depends on a variety of factors—none of which are under the school's control.

Instead of allowing for these factors,

mandatory school age laws create situations where parents can't always enroll their children in school when they're ready. More often, they *require* parents to enter children who *aren't* ready.

A child who begins school later than he or she should becomes bored easily and often develops a superior attitude. Starting school too early forces a child into a competitive environment he or she can't handle. Either situation can cause stress and affect a child's learning ability.

The mandatory school age law is convenient, but it puts every child in a box labeled "Five-Year-Olds" or "Six-Year-Olds." We later compensate for ignoring early differences by placing students in remedial classes, under special tutors, and in a variety of other costly programs designed to *keep* them in boxes as they progress through school.

If you've jumped ahead of me, you've probably thought about the increased paperwork and time involved in determining just who is ready for school. This shouldn't be the issue. We *must* begin to teach children when they are ready to learn. We must *stop* trying to force children to adjust to school too soon.

These changes won't be cheaper. They won't be easier. But most of us know that excellence costs both time and money.

Mandatory school age entrance requirements are necessary to assure that most children will have successful school careers. Parents who ignore these age limits often cause their children to have problems in school.

A case in point: Jane's parents were so impressed with her early learning ability, they enrolled her in school at age four. She progressed well academically for a time but developed behavior problems that stemmed from her immaturity.

The developmental gap between Jane and her classmates grew more pronounced each year. Jane eventually became a serious discipline problem.

Quite often, it is because of parental pressure that children are allowed to start school early. But parents don't always understand the complexities of primary grades. It's the school's responsibility to make them understand.

A child must have specific developmental skills in order to function in the classroom. The reading tasks taught in kindergarten and first grade—which aren't limited just to learning letters and their sounds as many think—require a degree of visual and auditory maturity.

True, children develop at different rates. There are four-year-olds, for example, who are able to keep up with their

six-year-old friends in school. They are the exceptions, however.

I also recognize that not every child is ready for school at age six. But there has to be an age requirement for entering school. If not six, then what?

A look at research on child growth and development leads me to believe that those who determined the mandatory age did so scientifically, not arbitrarily. By the time most children reach six, their eye/hand coordination and fine motor skills have developed to the point that they can function in a classroom setting.

What of those who can't? Schools should provide ungraded primary classes (K-3) for them with a list of specified skills they must master by the end of the fourth year. This would allow each child to progress at his or her own pace.

Those who argue against the mandatory law forget the key issue: public schools must benefit the *majority* of students.

The mandatory age law works for the *average* child.

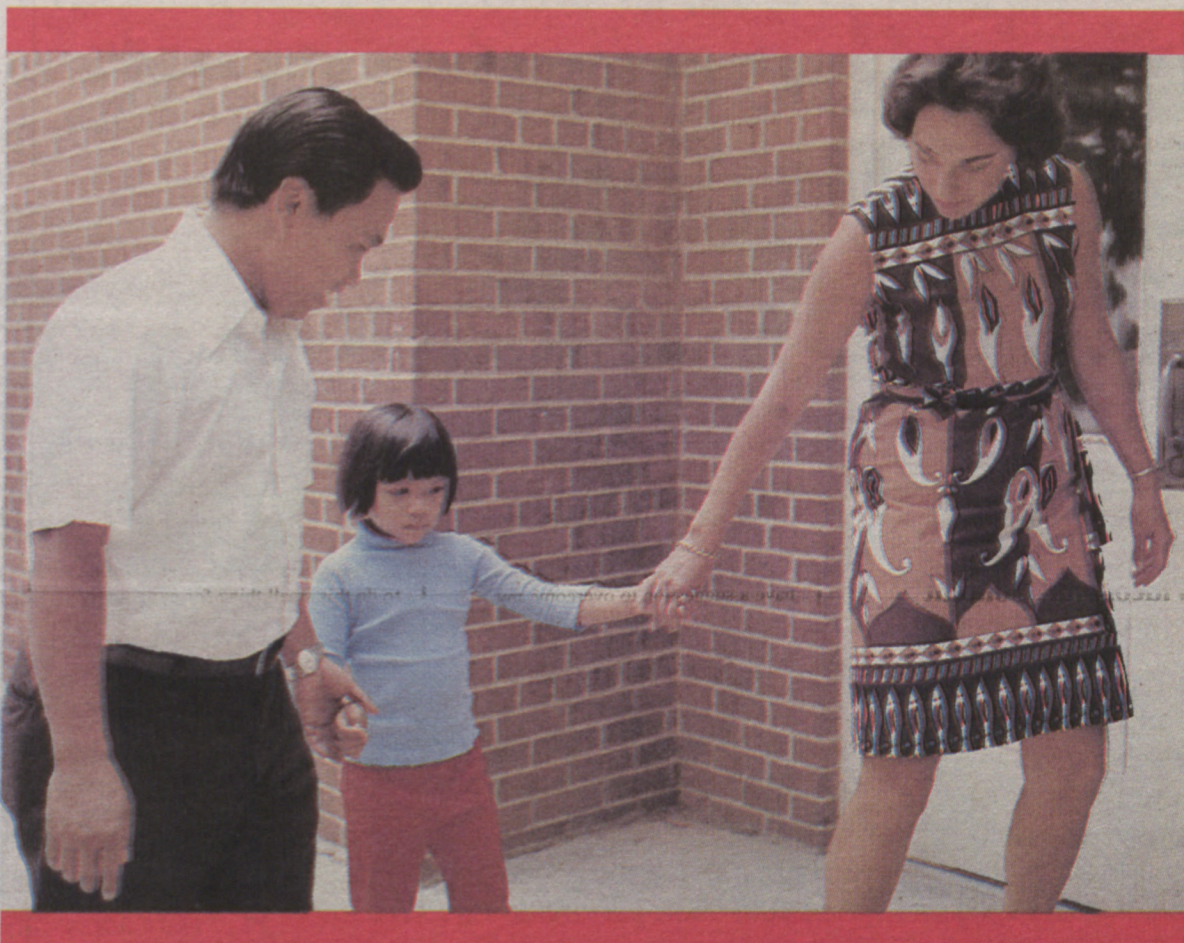
Children, naturally competitive with their peers, are the first to recognize their own shortcomings. Physical maturity is important to them and can affect their self-image.

The greatest contribution a teacher can make is to help children develop positive self-concepts—without which they won't be successful as students or as citizens.



Marilyn Hult teaches first grade at Jane Addams Elementary School in Sioux Falls, South Dakota. A 28-year veteran, Hult has served as a faculty rep and on several Association committees. She is the current International Reading Association state coordinator.

Richard Nelson



Joe Di Dio



Billie T. Jones has taught first grade at Orange Center Elementary School in Orlando, Florida, for 10 years. She is an Association activist—currently faculty rep at her school and a member of FTP-NEA's Affiliate Services Committee.

Leonard Conner



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